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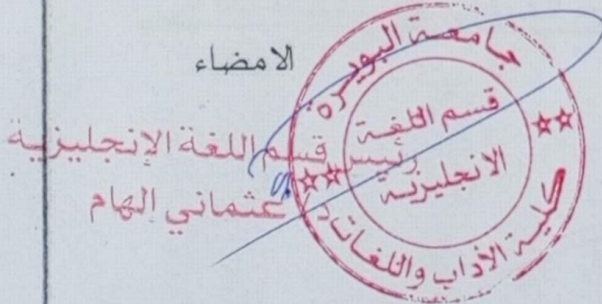
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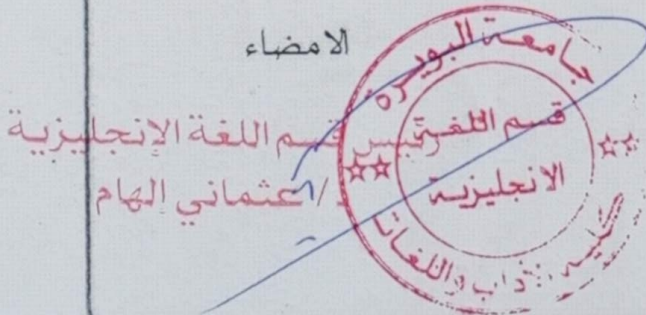
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لم يتم العثور على تفاعلات مشبوهة في النص.

تحت جوارزيميات نظامنا بعمق في المستند بحثًا عن أي تناقضات من شأنها أن تميزه عن الإرسال العادي. إذا لاحظنا شيئًا غريبًا، فإننا نقوم بالإبلاغ عنه لنتمكن من مراجعته.

التنبيه ليست بالضرورة مؤشرًا على وجود مشكلة. ومع ذلك، نوصيك بتركيز انتباهك هناك لمزيد من المراجعة.



Ministry of Higher Education and Scientific Research

University of Akli Mohand Oulhadj, Bouira

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Investigating the Impact of Communicative Language Teaching Method on EFL learners' Speaking skill : A Case Study of fourth Year Middle School Students at SELLAMI Moussa Middle School

A Thesis Submitted to the Department of English Language and Literature University of Bouira , in
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Dedication

To my parents, my father Yahyaoui and my mother Hada, whose love, patience, and sacrifices shaped every step of my journey. Everything I achieve will always carry a part of you within it.

To my sisters, whose presence filled my hardest days with comfort, laughter, and strength.

To my dear friends, Manel, Salima, and Ikam, thank you for the memories, the support, the endless conversations, and for standing beside me through moments of doubt and achievement alike.

This work is not only the result of years of study, but also the story of every moment I refused to stop, even when things became difficult.

And finally, to myself: for carrying dreams quietly, fighting battles silently, and continuing with a smile no matter how heavy the road became. Some people shine loudly; I learned how to shine in silence.

CHELABI Meriem

To my parents: my father Ameer and my mother Messaouda, my brother Zineeddine, and my sisters: Warda, Sara, and Wahiba.

To my future wife, who makes the future look so bright. I dedicate this to you, and I dedicate it especially to myself. I won't pretend I suffered for this.

To the part of me that refused to quit. To my future self: proof that you can do everything.

Never complicate things.

ABDI Hamza

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Finally, we would like to thank everyone who have contributed, directly or indirectly, to the realization of this work. Their support and assistance are sincerely appreciated.

Abstract

In the Algerian educational context, although the Competency-Based Approach promotes Communicative Language Teaching (CLT), many middle school classrooms still rely on traditional methods that may hinder students' speaking proficiency. Consequently, this study investigates the impact of CLT on the speaking skills of 4th-year middle school students at Sellami Moussa Middle School in Bouira. Adopting a mixed method, a quasi-experimental design, the research involved two intact classes: an Experimental Group taught using CLT principles and a Control Group taught using the traditional method . Quantitative data were collected through speaking pre-tests and post-tests, using an analytic rubric assessing five sub-skills: fluency, accuracy, vocabulary, pronunciation, and interaction. To complement this, qualitative data were gathered via a classroom observation checklist to verify the implementation of the treatment. The analysis revealed a clear advantage of the Experimental Group over the Control Group. The findings suggest that shifting from teacher-centered grammar instruction to learner-centered communicative tasks can enhance learners' speaking performance. The study concludes that EFL teachers should actively integrate communicative activities to help middle school students overcome hesitation and develop practical speaking competence.

Keywords: Communicative Language Teaching (CLT), Speaking Skills, English as Foreign Language , EFL in Algerian Middle School, Mixed Methods, Quasi-experimental Design.

المخلص

في السياق التعليمي الجزائري، ورغم أن المقاربة بالكفاءات تعتمد على مبادئ تعليم اللغة القائم على التواصل CLT، إلا أن العديد من أقسام التعليم المتوسط لا تزال تعتمد بشكل كبير على الطرق التقليدية، مما قد يحد من تنمية مهارة التحدث لدى التلاميذ. تهدف هذه الدراسة إلى استقصاء أثر تعليم اللغة القائم على التواصل على مهارات التحدث لدى تلاميذ السنة الرابعة متوسط بمتوسطة سلامي موسى بولاية البويرة.

اعتمدت الدراسة المنهج المختلط بتصميم شبه تجريبي، حيث شملت قسمين: مجموعة تجريبية دُرست وفق مبادئ تعليم اللغة القائم على التواصل CLT، ومجموعة ضابطة دُرست باستخدام طريقة القواعد والترجمة. وخلال فترة امتدت لأربعة أسابيع، تم جمع البيانات الكمية من خلال اختبار قبلي وبعدي في مهارة التحدث. وقد تم تقييم الأداء باستخدام شبكة تقييم تحليلية تقيس خمس مهارات فرعية: الطلاقة، الدقة، المفردات، النطق، والتفاعل. ولتعزيز هذه البيانات تم جمع بيانات كيفية باستخدام قائمة ملاحظة للتحقق من مدى تطبيق المعالجة كما أظهرت نتائج التحليل الإحصائي أن المجموعة التجريبية تفوقت على المجموعة الضابطة في الاختبار البعدي كما سُجلت أبرز التحسينات في مهارات المفردات، النطق، والتفاعل. وتشير النتائج إلى أن أنشطة تواصلية متمركزة حول المتعلم يسهم بشكل ملحوظ في تحسين أداء الانتقال من التدريس المتمركز حول المعلم إلى التلاميذ في التحدث باللغة الإنجليزية وتخلص الدراسة إلى ضرورة تشجيع أساتذة اللغة الإنجليزية على إدماج الأنشطة التلاميذ على تجاوز التردد وتطوير كفاءتهم الشفوية بشكل فعال. التواصلية داخل القسم، من أجل مساعدة

الكلمات المفتاحية:

تعليم اللغة القائم على التواصل، مهارات التحدث، اللغة الإنجليزية كلغة أجنبية، التعليم المتوسط، المنهج المختلط التصميم شبه التجريبي .

List of abbreviations

CLT: Communicative language teaching

CBA: Competency-based approach

EFL: English as foreign language

L1: First Language

MLR: Mean Length of Run

SCT: Sociocultural Theory

TBLT: Task-Based Language Teaching

ZPD: Zone of Proximal Development

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General

Introduction

Introduction

Previous studies have shown that Communicative Language Teaching (CLT) can improve learners' speaking performance by promoting interaction, fluency, and meaningful language use. Research has also indicated that traditional instruction often limits students' communicative ability due to its focus on form and memorization rather than real-life communication.

In the contemporary era of globalization, the English language has solidified its status as the primary lingua franca, serving as an essential tool for international communication, technology, and science. Consequently, the primary objective of English as a Foreign Language (EFL) education has shifted from mere linguistic knowledge focusing on grammar rules and vocabulary memorization to the practical application of the language. Within this educational paradigm, the ability to speak fluently and accurately is often regarded as the most critical skill for learners to master, as it represents the visible manifestation of language proficiency in real-world interactions.

Historically, EFL instruction in many contexts was dominated by traditional methodologies, such as the Grammar-Translation Method. These approaches prioritized the written form over the spoken, often resulting in learners who possessed substantial declarative knowledge of language structures but lacked the communicative competence to utilize them effectively. This discrepancy between linguistic knowledge and communicative ability has long been a central concern in the field of Applied Linguistics. In response to this limitation, Communicative Language Teaching (CLT) emerged as a significant pedagogical shift. CLT posits that the goal of language teaching is to develop what Hymes (1972) termed "communicative competence," emphasizing interaction, meaning negotiation, and real-life usage rather than the rote mastery of grammatical forms.

Despite the widespread adoption of CLT in curriculum designs globally, its practical implementation remains a subject of inquiry, particularly in specific educational settings where traditional teaching styles are deeply entrenched. For EFL learners, speaking remains a formidable challenge, often characterized by anxiety, lack of fluency, and hesitation to initiate discourse. This is particularly evident in middle school contexts, where adolescent learners face the dual pressure of cognitive development and the need for social acceptance through communication.

The present research focuses on 4th-year middle school students, who are at a critical stage in their academic development. At this stage, students are expected to consolidate their

foundational language skills and prepare for more advanced academic endeavors. However, many students at this level continue to struggle with oral production, suggesting a potential gap between the theoretical ideals of CLT and the actual classroom practices. Therefore, this thesis seeks to investigate the impact of the Communicative Language Teaching method on the speaking skills of these students. By examining this specific cohort, the study aims to provide empirical evidence regarding the efficacy of CLT in fostering oral proficiency and to explore whether this methodological approach can successfully mitigate the speaking difficulties prevalent among EFL middle school learners.

Background of the Study

English has become the dominant global language, widely used in international communication, science, and education. Consequently, EFL instruction has shifted its focus from the mastery of grammatical structures to the development of communicative competence, particularly speaking skills, which are now considered a key indicator of language proficiency (Richards & Rodgers, 2001).

Historically, language teaching was dominated by traditional methods such as the Grammar-Translation Method, which emphasized grammar rules, translation, and memorization (Howatt, 1984). Although this method provided learners with explicit knowledge of language forms, it often failed to develop their ability to communicate orally in real-life situations.

In response to these limitations, Communicative Language Teaching (CLT) emerged, based on the concept of communicative competence (Hymes, 1972; Canale & Swain, 1980). CLT emphasizes meaningful interaction and the use of language for real communication through activities such as pair work and role-play. Despite its widespread adoption in educational policies, its implementation in classroom practice remains inconsistent.

In the Algerian middle school context, speaking skills continue to be a major challenge for learners, who often experience hesitation, limited vocabulary, and anxiety when using English orally. This difficulty is particularly evident among 4th-year middle school pupils, who are at a transitional academic stage where they are expected to demonstrate basic communicative competence.

This gap between the intended objectives of CLT and actual classroom practice is influenced by several factors, including exam-oriented teaching, traditional instructional habits, large class

sizes, and limited resources (Nunan, 2003; Alderson & Wall, 1993). Therefore, this study investigates the implementation of CLT in developing speaking skills among 4th-year middle school pupils and examines the extent to which it contributes to improving their oral performance.

Statement of the Problem

In recent years, the Algerian educational system has adopted the Competency-Based Approach (CBA), which incorporates principles of Communicative Language Teaching (CLT) to develop learners' communicative competence. Ideally, 4th-year middle school students are expected to express themselves effectively in English by the end of this cycle. However, classroom observations indicate that many EFL classes remain largely teacher-centered, relying on the traditional Grammar-Translation Method. As a result, students often complete middle school with limited speaking proficiency and struggle to use English for authentic communication.

Although curriculum documents advocate the use of communicative activities, there is still a lack of local quantitative empirical evidence demonstrating whether CLT leads to better speaking outcomes than traditional methods in the Algerian middle school context. Therefore, the central problem addressed in this study is the need to empirically examine the effectiveness of CLT. More specifically, this research seeks to determine whether a structured CLT intervention can significantly improve the speaking skills of 4th-year middle school students compared to those taught through traditional grammar-based instruction.

Research Questions

In light of the research concerns mentioned in the previous parts, the study seeks to address the following research questions:

1. What is the impact of using CLT on the overall speaking performance of 4th year middle school EFL learners compared to the traditional Grammar Translation Method?
2. To what extent does CLT affect specific speaking sub-skills (fluency pronunciation accuracy vocabulary and interaction) compared to traditional instruction?
3. How does the use of CLT influence learners' engagement and participation in speaking activities in the classroom?

Hypotheses

Based on the research questions and the preliminary understanding of the educational context, this study puts forward the following assumptions:

- The Experimental Group (taught using Communicative Language Teaching) will show a statistically significant improvement in their overall speaking scores from the pre-test to the post-test.
- The Experimental Group will significantly outperform the Control Group (taught using the Grammar-Translation Method) on the post-test.
- The Experimental Group will achieve higher scores than the Control Group in the speaking sub-skills of fluency, accuracy, vocabulary, pronunciation, and interaction.

Objectives of the Study

This research is motivated by the need to provide empirical evidence on the effectiveness of Communicative Language Teaching (CLT) in the Algerian classroom, where traditional methods continue to dominate despite curriculum recommendations. To address this aim, the primary objective of the study is to experimentally measure the impact of a structured CLT intervention on the overall speaking performance of 4th-year middle school EFL learners. This will be achieved through the use of a pre-test/post-test design, which may allow for a systematic comparison of students' performance before and after the implementation of the treatment.

In addition, the study seeks to compare the speaking outcomes of students taught through CLT with those taught using the traditional Grammar-Translation Method, in order to determine which approach is more effective in developing oral proficiency. This comparative dimension is essential for providing concrete evidence that can inform teaching practices in the local context.

Furthermore, rather than focusing solely on overall scores, the study aims to offer a more detailed analysis of speaking development by examining the impact of CLT on five specific sub-skills: fluency, accuracy, vocabulary, pronunciation, and interaction. By doing so, the research attempts to identify which aspects of speaking are most influenced by communicative instruction and how these improvements contribute to learners' overall communicative competence.

Scope of the Study

This research focuses on 4th-year middle school EFL students and their teachers in selected Algerian schools. It specifically examines the implementation of Communicative Language Teaching (CLT) principles with an emphasis on speaking proficiency. The investigation is delimited to classroom practices within the existing curriculum framework during the current academic year. It is important to note that this study does not aim to evaluate the Competency-Based Approach (CBA) as a policy, nor does it focus extensively on other language skills such as reading, writing, or listening. The primary interest lies in the practical application of communicative methodologies.

Significance of the Study

This study holds considerable significance both theoretically and practically within the field of Applied Linguistics, particularly in the Algerian educational context where English is taught as a foreign language. Although the Competency-Based Approach officially encourages communicative practices in language classrooms, many teaching practices at the middle school level remain largely traditional and teacher-centred. In this sense, the present study contributes to the field under study by providing empirical evidence on the actual effectiveness of Communicative Language Teaching (CLT) in improving learners' speaking performance in a real classroom setting.

From a practical perspective, the findings of this research may help EFL teachers better understand the importance of integrating communicative activities into their lessons. By demonstrating how CLT can enhance students' speaking skills, particularly in areas such as interaction, vocabulary use, pronunciation, fluency, and accuracy, the study offers useful insights for classroom practice and lesson planning. It also highlights the value of learner-centred instruction, where students are given more opportunities to actively use the language rather than simply study grammatical rules.

From an empirical perspective, the study contributes to the limited body of local research on the effectiveness of CLT in Algerian middle schools. Most existing studies are theoretical or based on general observations, whereas this research provides quantitative data through a quasi-experimental design, including pre-test and post-test comparisons. This makes the findings more reliable and context-specific.

Finally, the study may serve as a reference for future researchers interested in exploring communicative approaches in similar educational contexts. It can also guide curriculum designers and educational policymakers in evaluating the effectiveness of current teaching practices and in considering more communicative-oriented reforms in English language teaching.

Structure of the Thesis

This thesis is organized into two main chapters in addition to the general introduction and the general conclusion.

The first chapter presents the theoretical framework of the study. It reviews the major concepts and theories related to Communicative Language Teaching (CLT) and speaking skills in EFL contexts. The chapter discusses the evolution of language teaching methods, the principles and characteristics of CLT, communicative competence, and the importance of speaking as a productive skill. It also examines the main speaking sub-skills, common speaking

difficulties faced by EFL learners, and the role of communicative activities in enhancing oral proficiency.

The second chapter is devoted to the practical framework of the study and is divided into two sections. The first section presents the methodological framework, including the research design, the participants involved, and the data collection instruments, namely the speaking pre-test and post-test as well as the classroom observation checklist. It also explains the procedures followed during the experimental intervention and the methods used for data analysis. The second section presents, analyses, and discusses the results obtained from both the quantitative and qualitative data collected throughout the research process. It further examines the extent to which the findings answer the research questions and confirm or reject the proposed hypotheses concerning the effectiveness of Communicative Language Teaching in improving students' speaking skills.

Finally, the thesis ends with a general conclusion that summarizes the major findings of the study, highlights its pedagogical implications, acknowledges its limitations, and provides recommendations for EFL teachers, curriculum designers, and future researchers.

Chapter One

Literature Review

Introduction

This chapter presents a comprehensive and systematic review of the theoretical and empirical literature pertaining to the development of speaking skills in second language acquisition, with a particular focus on the role of communicative approaches in English as a Foreign Language (EFL) contexts. The ability to speak fluently and accurately represents a fundamental goal for most language learners; however, achieving oral proficiency remains a persistent challenge in many EFL settings where instructional practices often prioritize grammatical knowledge over communicative competence. This review is structured to move from broad theoretical underpinnings to specific pedagogical applications and empirical validations. The primary objective is to critically examine the existing body of knowledge regarding communicative teaching methodologies, identify gaps in the literature, and establish a robust conceptual framework for investigating how such approaches can enhance learners' speaking outcomes. The chapter is organized into distinct yet interconnected sections that explore both the general principles of Communicative Language Teaching and more specialized interventions designed to address specific barriers to spoken proficiency.

The first body of inquiry explores the effectiveness of Communicative Language Teaching (CLT) in enhancing EFL learners' overall speaking proficiency. The cause for this investigation stems from the persistent challenges learners face in achieving communicative competence despite years of formal instruction, largely due to traditional, grammar-translation methodologies that dominate many EFL classrooms. These conventional approaches often produce learners who possess declarative knowledge of grammatical rules but struggle to deploy this knowledge in spontaneous, real-world communication. The primary goal of reviewing this literature is to critically examine the existing evidence on CLT's broad impact on oral skills, identifying the core principles such as meaningful interaction, authentic tasks, and learner autonomy that underpin its theoretical effectiveness. By synthesizing findings from studies conducted across diverse EFL contexts over the past three decades, this section seeks to establish whether CLT, as a comprehensive methodological framework, delivers communicative competent speakers.

1.2.1 Communicative Competence

The term Communicative Competence was coined by Dell Hymes (1966) as a direct reaction to Noam Chomsky's (1965) distinction between competence (the ideal speaker-hearer's knowledge of grammatical rules) and performance (the actual use of language). Hymes argued that Chomsky's view was too narrow, ignoring the sociocultural and contextual rules that govern

appropriate language use. For Hymes, communicative competence is the knowledge of “when to speak, when not, and as to what to talk about with whom, when, where, in what manner” (*Hymes, 1972, p. 277*). In this study, the definition of Communicative Competence is operationalized according to the canonical model proposed by Canale and Swain (1980) and later refined by Canale (1983). This framework is pivotal as it disaggregates the abstract construct of competence into four distinct, measurable sub-competencies, providing a roadmap for both teaching and assessment:

1. Grammatical Competence

This encompasses knowledge of lexical items and of rules of morphology, syntax, sentence-grammar semantics, and phonology (*Canale & Swain, 1980, p. 29*). It corresponds to Chomsky’s linguistic competence and is concerned with the accurate production and recognition of the literal meaning of utterances.

2. Discourse Competence

This concerns the ability to combine grammatical forms and meanings to achieve a unified spoken or written text in different genres (*Canale, 1983, p. 9*). It deals with cohesion (surface structure links) and coherence (conceptual unity).

2. Sociolinguistic Competence

This refers to the knowledge of the sociocultural rules of language and of discourse (*Canale & Swain, 1980, p. 30*). It requires an understanding of the social context in which language is used, including the roles of the participants, the shared information they have, and the communicative purpose of the interaction. It governs the appropriateness of utterances.

4. Strategic Competence

This is the mastery of verbal and non-verbal communication strategies that act to compensate for breakdowns in communication due to performance variables or insufficient competence (*Canale, 1983, p. 11*). Examples include paraphrasing, repetition, and clarification requests.

1.2.2 Communicative Language Teaching (CLT)

Communicative Language Teaching resists straightforward classification as a prescriptive methodology with invariant classroom procedures and techniques; instead, it is more productively understood as an orienting framework or philosophical stance toward language pedagogy that informs but does not mechanically determine instructional decisions. This

reconceptualization of language teaching entailed a fundamental epistemological reorientation in how researchers and practitioners understood the nature of language itself. The traditional view conceptualized language as an autonomous structural system whose primary purpose is the encoding and decoding of propositional content according to formally specifiable rules. The communicative alternative recognizes language as a resource for accomplishing social action, negotiating interpersonal meaning, and participating in communities of practice.

This shift in theoretical perspective carries substantial consequences for pedagogical design, as curriculum organization must prioritize communicative purposes, interactional functions, and socially situated meanings over formal grammatical categories considered in isolation from their use. Nunan (1991) captured this reorientation by defining CLT as a theory of language teaching that starts from a communicative model of language and language use, and seeks to translate this into a design for an instructional system, for materials, for teacher and learner roles and behaviors, and for classroom activities and techniques. This definition makes clear that CLT involves fundamentally rethinking the nature of classroom interaction rather than merely substituting one activity type for another. Because CLT functions at the level of approach rather than method, it permits considerable diversity in how teachers implement its principles across different educational contexts, learner populations, and institutional constraints, which explains the variation observable in classrooms that claim to follow communicative principles.

Based on these theoretical underpinnings, the theoretical literature identifies several core principles that characterize CLT methodology in practice:

Authenticity and Task-Based Communication: Instruction is organized around meaningful, real-world tasks rather than isolated grammar practice. Learners engage with authentic materials (e.g., articles, dialogues, videos) and participate in activities such as role-plays, problem-solving tasks, debates, or simulations that reflect real-life communication (*Nunan, 1991, p. 41-43*).

Focus on Meaning over Form: The primary goal of classroom interaction is the comprehension and expression of meaning. While grammatical form is not entirely neglected, the emphasis is placed on fluency and functionality, acknowledging that achieving perfect accuracy at all times can hinder communicative intent.

Social Interaction and Negotiation: Learning occurs through communication. Learners are provided with ample opportunities to negotiate meaning, ask questions, clarify, and co-construct language through pair and group work, promoting collaborative and spontaneous practice (*Richards & Rodgers, 2001, p. 161*).

Learner-Centered Roles and Tolerance of Errors: Teachers act as facilitators who guide and support learners rather than simply transmitting knowledge. Within this safe, learner-centered environment, mistakes are treated as a natural part of language development and an opportunity for learning, rather than as failures requiring immediate correction (*Richards & Rodgers, 2001, p. 156*).

Advantages and Limitations of CLT

Adopting CLT offers several advantages, including the simultaneous development of fluency and pragmatic competence, and preparing learners to use language in real-life contexts rather than merely passing grammar-based exams. However, limitations exist regarding its practical implementation. It can be challenging to apply in large classes or with beginner-level learners, and it requires highly trained teachers and appropriate materials to be effective. Furthermore, some educational contexts may prioritize structural, written exams, which creates a washback effect that limits the fidelity of CLT implementation (*Thornbury, 2005, p. 112*).

1.2.3 Speaking Skills

Speaking is arguably the most complex of the four language skills. It is a productive oral skill that involves more than just knowing words; it is an interactive process of constructing meaning that involves producing, receiving, and processing information (*Brown, 1994, p. 264*). Its form and meaning are dependent on the context in which it occurs, including the participants, their collective experiences, the physical environment, and the purposes for speaking.

Following Bygate (1987), this study distinguishes between knowledge (knowing the linguistic features of the language) and skill (knowing how to use this knowledge in real-time interaction). Bygate (1987, p. 5) argues that speaking is therefore a skill requiring the integration of:

- 1. Motor-perceptive skills:** Perceiving, recalling, and articulating sounds and structures quickly.
- 2. Interactional skills:** Making decisions about communication, such as turn-taking and topic management, which are crucial for maintaining conversation.

Building on this conceptualization of speaking as a complex and integrated skill, it is necessary to adopt clear criteria for its assessment.

Operationally, speaking proficiency in this study is measured through the following criteria derived from *Luoma (2004, p. 58)*: pronunciation, fluency, accuracy, complexity, and coherence. These distinct components allow for a nuanced analysis of learners' oral output.

In line with the operationalization of speaking proficiency outlined above, the present study extends this framework by identifying a set of key constructs and their corresponding measurable indicators. These constructs encompass both the components of speaking performance (e.g., fluency and accuracy) and the broader instructional and theoretical dimensions, such as communicative competence and CLT methodology. The following table summarizes these constructs and specifies how each one is operationally defined and measured in the context of this study.

Construct	Operational Definition
Communicative Competence	Score on a speaking test rubric assessing grammatical, discourse, sociolinguistic, and strategic competence. <i>(Canale & Swain, 1980, p.29)</i>
CLT Methodology	Classroom observation checklist score indicating the frequency of meaning-focused, interactive activities vs. form-focused drills.
Speaking Fluency	Number of uttered words per minute, number and length of pauses, and mean length of run (MLR). <i>(Skehan, 1998, p.87)</i>
Speaking Accuracy	Ratio of error-free clauses to total clauses. <i>(Ellis, 2008, p.406).</i>

Table 1: Operational Definitions of Key Constructs

The table above summarizes the key constructs and their corresponding measures within the scope of this thesis. It operationalizes the broad concept of speaking proficiency into specific, observable components such as fluency and accuracy, which enables a more detailed quantitative analysis of learners' oral performance. This operationalization enhances the methodological rigor of the study, as it ensures that the variables under investigation are not treated as abstract notions but as measurable behaviours that can be systematically assessed during the experimental phase

1.3 Theoretical Background of CLT

The ascendancy of CLT in the late 20th century cannot be attributed to a single discipline or scholar. Rather, it represents a confluence of radical shifts in three distinct domains: British

linguistics (which moved from structuralism to functionalism), American linguistics (which moved from formalism to sociolinguistics), and Educational Psychology (which moved from behaviorism to cognitivism and constructivism). This section critically examines the major theories that constitute the epistemological foundations of CLT.

1.3.1 Linguistic Foundations: The Shift from Structuralism to Functionalism

To understand the emergence of Communicative Language Teaching (CLT), it is essential to examine the theoretical shifts that challenged earlier structuralist approaches to language.

Chomsky's Critique of Structuralism

The pedagogical landscape preceding CLT was largely shaped by behaviorist methodologies, notably Audiolingualism in North American contexts and Situational Language Teaching in British educational settings. Both frameworks operated under structuralist assumptions that conceptualized language acquisition as habit formation through repetitive stimulus-response patterns (Bloomfield, 1933). This conceptualization faced substantial theoretical opposition when Chomsky (1957, 1959) advanced an alternative perspective foregrounding the generative capacity inherent in human language. Rather than viewing linguistic competence as a repository of memorized patterns, Chomsky (1965) posited that native speakers possess an internalized system of rules enabling them to generate and comprehend an infinite array of novel utterances—a phenomenon that behaviorist frameworks could not adequately explain. Central to this generative framework is the distinction between underlying semantic representations (deep structure) and their phonological realizations (surface structure), which fundamentally altered how researchers understood the relationship between linguistic knowledge and actual performance.

In this sense, the limitations of structuralism became apparent as it could not account for this novel sentence production. Consequently, the implication for teaching was that learning cannot rely solely on repetition and memorization; understanding rules and functions is necessary (*Richards & Rodgers, 2001, p. 22*).

Halliday's Functional Linguistics

Whereas Chomsky's research program centered on the mental architectures underlying grammatical competence, Halliday redirected analytical attention toward the social functions that language serves in everyday human interaction. His functional paradigm shifted the investigative focus from formal structural description to pragmatic utility, specifically examining how

speakers deploy their available linguistic resources to accomplish concrete interpersonal objectives in real-world contexts. Halliday argued that pedagogical organization should reflect these functional purposes rather than grammatical categories in isolation, a position that necessitates attention to speaker intentionality as a constitutive element of meaning-making rather than merely an epiphenomenon of grammatical correctness. In his systematic taxonomy, Halliday delineated seven macro-functions that language performs in social life:

1. Instrumental: Using language to satisfy needs (e.g., "I want").
 2. Regulatory: Using language to control behavior (e.g., "Do as I tell you").
 3. Interactional: Using language to form relationships (e.g., "Me and you").
 4. Personal: Using language to express feelings (e.g., "Here I come").
 5. Heuristic: Using language to gain knowledge (e.g., "Tell me why").
 6. Imaginative: Using language to create a world of imagination (e.g., "Let's pretend").
 7. Informative: Using language to convey information (e.g., "I've got something to tell you")
- (Halliday, 1973, p. 18-22).

This functional inventory had immediate consequences for language teaching methodology, suggesting that curricula should be organized around communicative acts rather than around isolated grammatical structures.

1.3.2 Hymes and the Ethnography of Communication

Hymes subsequently synthesized insights from formal linguistics and functional sociology by arguing that grammatical knowledge constitutes merely one component of what speakers must command in order to participate effectively in social communication. His construct of communicative competence expanded the definitional scope of language ability to encompass not only whether an utterance is formally possible according to grammatical rules, but also whether it is socially feasible within the constraints of the speech community, appropriate to the specific context of situation, and actually performed by the speaker in real discourse. To operationalize this expanded view of what speakers need to know, Hymes proposed an ethnographic heuristic for analyzing situated discourse events, mnemonically organized as SPEAKING, which directs analysts to examine the physical and psychological setting, the configuration of participants in terms of their roles and relationships, the interactional goals that motivate the exchange, the sequential organization of communicative acts, the tonal or stylistic

registers employed, the channels and codes through which messages are transmitted, the regulative norms governing both meaning interpretation and interactional conduct, and the generic conventions that structure the event as a recognizable communicative type. This comprehensive framework had profound implications for the design of Communicative Language Teaching, leading to an emphasis on authenticity and context in communicative tasks and a focus on using language meaningfully rather than merely producing grammatically correct sentences in isolation from social purpose.

1.3.3 CLT and Cognitive Constructivist Theories

Cognitive Psychology: The Decline of Behaviorism

CLT is aligned with cognitive code learning theory. Ausubel (1968) distinguished between rote and meaningful learning. CLT advocates for meaningful learning, where new information is linked to existing cognitive structures. Drills (rote) were abandoned in favor of problem-solving tasks (meaningful). In this context, it is essential to consider Krashen's Monitor Model, which further explains how language acquisition occurs through meaningful exposure and interaction.

Krashen's Monitor Model

Krashen's (1982) framework stands as a highly influential, though occasionally debated, psychological foundation for Communicative Language Teaching, structured around five core hypotheses:

The Acquisition-Learning Hypothesis: This hypothesis distinguishes between two independent paths to language competence in adults. The first is "acquisition," an unconscious process that mirrors how children naturally pick up their first language. The second is "learning," which involves the conscious study and memorization of grammatical rules. According to Krashen, the subconscious acquisition process holds significantly more weight in language development than conscious learning (*Krashen, 1982, p. 10*).

The Monitor Hypothesis: This proposition suggests that consciously learned grammar serves only one function: to act as an editor or monitor for a learner's produced language. For this self-correction to occur, the speaker must have sufficient time, their attention must be focused on linguistic form, and they must explicitly know the relevant grammatical rule (*Krashen, 1982, p. 15*).

The Natural Order Hypothesis: This concept asserts that the acquisition of grammatical structures follows a natural, predictable sequence. Regardless of how grammar points are

ordered in a textbook, learners tend to acquire certain structures before others in a consistent pattern (*Krashen, 1982, p. 12*).

The Input Hypothesis: Krashen argues that language is exclusively acquired in one way: by understanding messages, often referred to as "comprehensible input." Learners progress from their current competence level "i" to the next stage "i+1" only when they are exposed to input that contains slightly more complex language that they are still able to understand (*Krashen, 1982, p. 21*).

The Affective Filter Hypothesis: This final hypothesis posits that emotional variables namely motivation, self-confidence, and anxiety function as a psychological barrier that can block the processing of comprehensible input. When a learner's anxiety is high, the "filter" goes up and blocks learning; conversely, a low-anxiety environment lowers the filter and facilitates successful language acquisition (*Krashen, 1982, p. 31*).

In practical terms, CLT classrooms are designed to operationalize these principles by deliberately creating low-anxiety environments that maximize a learner's exposure to comprehensible input through teacher instruction and collaborative peer interaction.

Interaction Hypothesis and Output Hypothesis

On this part, Long (1983, 1996) refined Krashen's work, arguing that while input is necessary, it is the negotiation of meaning that drives acquisition forward. As he explains when communication breaks down, learners must engage in conversational adjustments (e.g., clarification requests, confirmation checks) (*Long, 1996, p. 418*). This interactional modification connects input, internal learner capacities, and output in productive ways.

On the same vein, Merrill Swain (1985, 1995) countered Krashen by arguing that input alone is insufficient. Based on her research with French immersion programs in Canada, she proposed the Output Hypothesis. She posits that producing language (pushed output) forces learners to move from semantic processing (understanding the gist) to syntactic processing (understanding the grammar) (*Swain, 1985, p. 252*). According to Swain Output has three functions:

- 1. Noticing/Triggering:** Learners notice the gap between what they want to say and what they can say (*Swain, 1995, p. 126*).
- 2. Hypothesis Testing:** Learners try out new language forms.

3. Metalinguistic Reflection: Learners reflect on their own language use.

This theoretical framework justifies the emphasis in CLT on productive speaking tasks. Through activities such as role-plays, discussions, and problem-solving tasks, learners are pushed to produce language, which increases their awareness of linguistic gaps and encourages them to test and refine their hypotheses. Moreover, interaction provides opportunities for feedback and reflection, thereby supporting metalinguistic development.

Sociocultural Theory (SCT)

While the aforementioned theories are cognitive and individualistic, Vygotsky's (1978) Sociocultural Theory provides a social view of cognition. SCT posits that human consciousness is mediated through tools and signs, with language being the primary symbolic tool. Learning is not merely the internalization of discrete linguistic items; it is the movement from the intermental (social plane) to the intramental (psychological plane) (*Vygotsky, 1978, p. 57*). The key concepts include the Zone of Proximal Development (ZPD), which is the distance between the actual developmental level and the level of potential development, and Scaffolding, the support provided by an expert to a novice. This is the theoretical bedrock for CLT's heavy reliance on pair work and group work, validating the belief that learners co-construct knowledge through interaction.

1.4 Communicative Language Teaching as a Methodological Framework

While the previous section established the reasons behind using CLT, this section details its implementation. It is important to note that CLT is not a method in the sense that Audiolingualism was (with specific prescribed drilling techniques). Instead, it is a broad approach with significant diversity in implementation. This section analyzes the commonalities across CLT classrooms regarding syllabus design, activity types, and participant roles.

1.4.1 From Method to Approach: The Definitional Challenge

Scholars such as Anthony (1963) and Richards and Rodgers (2001) provide a hierarchical distinction:

Approach: A set of axiomatic beliefs about language and learning.

Design: The specification of linguistic content, the role of teachers/learners, and instructional materials.

Procedure: The actual moment-to-moment classroom techniques and practices (*Richards & Rodgers, 2001, p. 20*).

CLT is an approach. It informs design and procedure, but does not prescribe a singular design. This explains the vast differences one might see in a CLT classroom in Japan versus a CLT classroom in Brazil.

1.4.2 The Communicative Syllabus: Notional-Functional Syllabuses

One of the earliest and most concrete attempts to translate communicative principles into curriculum organization was the development of Notional-Functional Syllabuses, which proposed a radical alternative to the grammatical syllabuses that had dominated language teaching. Whereas a structural syllabus lists grammatical items to be taught in a predetermined sequence such as present tense, past tense, future tense, and conditional structures, a notional-functional syllabus organizes content around abstract concepts that speakers need to express and the communicative acts they need to perform. Notions include general semantic categories such as time, frequency, duration, quantity, location, and quality, which cut across traditional grammatical boundaries. Functions encompass the communicative purposes for which language is used, such as requesting, inviting, agreeing, disagreeing, apologizing, complaining, and offering. While this organizational principle represented a significant advance in aligning teaching content with learner needs, it was not without its critics. Widdowson argued that a functional syllabus risked becoming as limiting as a structural one if it merely taught isolated chunks of language associated with specific functions without preparing learners for the unpredictable, creative, and contextually variable nature of real-world communication. This critique has important implications for the present study, as it suggests that communicative instruction must balance focused practice on specific functions with opportunities for open-ended, creative language use in which learners must draw on their developing resources flexibly.

1.4.3 Learner and Teacher Roles

The redistribution of roles between teachers and learners constitutes one of the most visible and consequential differences between Communicative Language Teaching and traditional instructional approaches. In communicative classrooms, learners are repositioned as active negotiators who must balance attention to their own communicative needs, the demands of the learning process, and the content or object of learning itself. They are expected to contribute to a collective pool of knowledge and skills through collaboration with peers rather than receiving knowledge passively from an authoritative source. They must develop tolerance for ambiguity

and become comfortable with not understanding every lexical item or grammatical structure while maintaining communicative flow. They need to accept that mistakes are a natural and potentially productive part of language development rather than failures to be immediately corrected and avoided. They are encouraged to take increasing responsibility for planning, monitoring, and evaluating their own learning progress. Correspondingly, the teacher's role undergoes a fundamental transformation from that of knowledge transmitter and classroom authority to that of facilitator, needs analyst, counselor, and group process manager. As facilitator, the teacher designs and organizes communicative activities that require genuine information exchange and provides the linguistic and material resources necessary for their completion. As needs analyst, the teacher identifies the specific language requirements of learners in relation to their communicative goals and adapts tasks accordingly. As counselor, the teacher models effective communication strategies and supports learners emotionally in their risk-taking efforts. As group process manager, the teacher structures the physical and social classroom environment to maximize opportunities for productive interaction among learners.

1.4.4 Classroom Activities and Materials

In CLT, classroom activities are designed to promote meaningful interaction, problem-solving, and negotiation of meaning. According to *Johnson, Keith (1979, p. 201)*, a task is only communicative if the listener cannot predict exactly what the speaker will say; otherwise, it is a drill.

Types of Communicative Activities

- 1. Information-Gap Activities:** One learner possesses information that another lacks, requiring communication to complete the task.
- 2. Opinion-Gap Activities:** Learners express personal preferences, opinions, or attitudes.
- 3. Reasoning-Gap Activities:** Learners must infer, deduce, or solve a problem based on given information (*Prabhu, N. S, 1987, p. 46*).

Materials in CLT

CLT encourages the use of authentic materials rather than artificial textbook dialogues. Examples include train schedules, hotel reservation forms, and newspapers. Benefits of authentic

materials include providing meaningful context, exposing learners to natural vocabulary, and bridging classroom learning and real-life communication (Richards & Rodgers, 2001, p. 186).

1.4.5 Critiques and Limitations of CLT

Despite its widespread adoption in curriculum documents and teacher education programs, Communicative Language Teaching has faced substantial criticism from various quarters that merit serious consideration. One persistent concern involves the potential neglect of grammatical accuracy when fluency and communicative effectiveness are prioritized, with some researchers arguing that insufficient attention to formal correctness may result in the fossilization of persistent learner errors that become resistant to subsequent correction. Implementation challenges represent another significant limitation, as the approach may prove difficult to realize effectively in large classes where individual participation is constrained, in contexts with limited material resources, or where teachers lack adequate professional preparation for managing communicative classrooms. In educational systems where high-stakes examinations prioritize grammatical accuracy over communicative fluency, CLT may not adequately prepare learners for assessment demands, creating a tension between pedagogical ideals and institutional requirements. The use of authentic materials, while theoretically desirable, can present difficulties when such materials prove too linguistically or culturally challenging for lower-proficiency learners, potentially undermining rather than supporting comprehension and motivation. Cultural conflicts may arise when the learner-centered, participatory ethos of CLT confronts educational traditions that emphasize teacher authority, respect for expertise, and individual study rather than collaborative peer interaction. Additionally, communicative classroom arrangements may produce unequal participation patterns, with extroverted or more proficient students dominating interactions while introverted or less confident students remain peripheral. These critiques do not invalidate the approach but rather identify contextual conditions and implementation challenges that require thoughtful attention in curriculum planning and teacher development.

1.5 Speaking Skills: A Multidimensional Construct

Speaking in a second language is widely regarded as the most difficult of the four macro-skills (listening, reading, writing, speaking). This section examines the specific cognitive and linguistic demands of spoken language.

1.5.1 Differences between Spoken and Written Language

A persistent misconception in language teaching holds that spoken language is essentially written language produced aloud, with the same grammatical standards and organizational principles applying to both modalities. This view fails to recognize that spoken language possesses distinct characteristics that differentiate it systematically from written language, with significant implications for both comprehension and production instruction. Spoken language tends toward clausal rather than syntactic complexity, relying more heavily on coordination, short clauses, and paratactic structures rather than the subordination and embedding characteristic of formal written registers. Spoken language routinely includes repetition, false starts, hesitations, and filled pauses such as vocalized hesitations, which serve important cognitive and interactional functions by allowing speakers planning time, signaling turn continuation, and marking deliberation. Spoken language is frequently fragmentary in nature, with speakers producing incomplete grammatical sentences, elliptical constructions, and utterances whose interpretation depends heavily on shared context rather than explicit linguistic encoding. These features are not deficiencies or errors to be eliminated but constitutive characteristics of spontaneous oral interaction. Effective speaking instruction therefore requires acknowledging that spoken grammar norms differ substantially from written grammar norms, accepting incomplete sentences and apparent disfluencies as natural features of authentic speech, and designing activities that focus on fluency and communicative effectiveness rather than imposing written-language standards of grammatical completeness on oral production

1.5.2 Models of Speech Production

Understanding how speech is produced is essential for effective speaking instruction. Levelt's model (1989), originally developed for first language (L1) processing, has been highly influential in SLA research. It conceptualizes speech production as a modular, sequential system (*William J.M. Levelt, 1989, p. 9*).

Levelt's Model of Speech Production

Levelt's processing architecture, though initially formulated to account for native language production in adult speakers, has been extensively applied and adapted to second language oral performance research because of its analytical precision and empirical foundation. The model posits a series of functionally specialized, sequentially organized processing components that transform a communicative intention into overt speech. During the conceptualization stage, the speaker constructs a preverbal message representing the intended communicative content,

drawing on world knowledge, discourse context, and pragmatic considerations. This preverbal message then undergoes grammatical and phonological encoding in the formulation stage, where appropriate lexical items are selected from the mental lexicon and assembled into syntactic structures according to the rules of the target language. The resulting phonetic plan is subsequently executed by the articulatory system in the articulation stage, which translates these abstract phonological representations into the coordinated motor behavior of the vocal tract, respiratory system, and articulators. Operating parallel to these encoding and execution processes, a monitoring mechanism continuously evaluates both the internal speech generated during formulation and the external acoustic output produced during articulation, comparing these against the original communicative intention and initiating repair procedures when discrepancies or errors are detected. For second language speakers, the formulation stage frequently constitutes a significant processing bottleneck due to incomplete automatization of lexical retrieval and syntactic assembly, manifesting in reduced fluency, increased pausing, elevated error rates, and slower speech rate during spontaneous production compared to native speaker performance or even to their own performance on planned or rehearsed tasks.

1.5.3 Components of Speaking Proficiency

Current thinking views speaking proficiency as comprising four interwoven components (*Goh, Christine C. M., & Burns, Anne (2012), p. 50*)

1. Knowledge of Language and Discourse.
2. Core Speaking Skills: Fluency, accuracy, and complexity.
3. Communication and Discourse Strategies.
4. Metacognitive Strategies.

Fluency, Accuracy, and Complexity (CAF)

The triad of Complexity, Accuracy, and Fluency has become the standard framework for measuring second language performance in empirical research, providing a multidimensional profile of learner capabilities rather than reducing performance to a single score. Complexity refers to the degree of elaboration and structural sophistication in learner production, operationalized through measures such as the ratio of subordinate to total clauses or the variety of grammatical structures deployed. Accuracy denotes the ability to produce error-free speech according to the norms of the target language, typically calculated as the proportion of correct clauses or error-free units relative to total production. Fluency describes the ability to process

language at a tempo approaching native-speaker rates, measured through temporal variables such as speech rate, mean length of run between pauses, and pause frequency and duration. A robust finding in second language acquisition research is the existence of trade-offs among these dimensions due to the limited capacity of attentional resources during real-time performance. Because learners possess finite processing capacity, focusing conscious attention on accuracy may detract from fluency, while pursuing complexity may compromise accuracy, particularly under the time pressure characteristic of spontaneous communication. This attentional trade-off hypothesis has direct implications for Communicative Language Teaching task design, which must strategically manipulate task conditions to direct learner attention toward specific performance dimensions at different stages of instruction.

1.6 The Nexus of CLT and Speaking Skills

This section serves as the conceptual bridge of the literature review. It synthesizes the theoretical principles of CLT with the specific demands of acquiring oral proficiency. The central thesis of this chapter is that CLT is not merely suitable for teaching speaking; rather, the core principles of CLT are uniquely aligned with the psycholinguistic conditions required for the acquisition of spoken language.

1.6.1 The Alignment of Principles

We can map the theoretical principles of CLT directly onto the needs of the L2 speaker.

CLT Principle: Emphasis on Interaction → Speaking Need: Practice in negotiating meaning and turn-taking.

CLT Principle: Use of Authentic Materials → Speaking Need: Exposure to real-world discourse features.

CLT Principle: Tolerance of Error → Speaking Need: Low affective filter to encourage risk-taking.

1.6.2 Task-Based Language Teaching (TBLT) and Speaking

Task-Based Language Teaching, which has emerged as a major elaboration of Communicative Language Teaching principles, has proven particularly effective for speaking instruction because of its explicit attention to the cognitive and linguistic demands of oral production. The framework organizes instruction around a three-phase sequence that aligns with how learners naturally process language in communicative situations. The pre-task phase introduces learners

to the topic and activates relevant background knowledge, vocabulary, and schematic frameworks that will support subsequent task completion. The task cycle phase constitutes the core of the instructional sequence, in which students perform the communicative task in pairs or groups, then plan how they will report their outcomes to the class, and finally present their findings in a more formal register. The language focus phase shifts attention from meaning to form by having learners analyze and practice specific linguistic features that emerged during the task performance, including both vocabulary items and grammatical structures that proved problematic or necessary for successful communication. This sequence respects cognitive processing limitations by allowing learners to prioritize meaning and fluency during the initial task phase without the additional burden of attending simultaneously to formal accuracy. The subsequent language focus phase then permits deliberate attention to accuracy through analysis and controlled practice of identified forms. This progression helps reduce the cognitive overload that frequently characterizes second language performance and supports more balanced development of both fluency and accuracy over time.

1.6.3 Empirically Supported Benefits of CLT for Speaking

The present research has identified several advantages of CLT approaches for developing speaking proficiency for example, Richards outlines this in the following points:

1. Increased Talk Time: Pair and group work exponentially increase the amount of time each learner spends speaking.
2. Discourse Management: Learners practice initiating and closing topics, not just responding to prompts.
3. Strategic Competence: Learners develop coping strategies to navigate communication breakdowns. (Richards, 2006).

1.7 Review of Previous Empirical Studies

The implementation of Communicative Language Teaching (CLT) in the Algerian educational context reflects an important shift toward developing learners' oral communication skills in English as a Foreign Language (EFL). Previous international research, such as Littlewood (2014), shows that learners in different EFL contexts tend to prefer communicative activities, even if they come from traditional teacher-centered classrooms (pp. 349–362). However, adopting CLT is not always easy, as it is influenced by several psychological factors. In this respect, the “Willingness to Communicate” (WTC) model proposed by MacIntyre et al. (1998)

explains that learners' readiness to speak depends not only on their linguistic competence but also on factors such as anxiety and confidence (pp. 545–562).

In the Algerian context, a number of recent studies have examined both the effectiveness of CLT and the difficulties related to its implementation. For example, a study conducted at the University of Bouira by Khider. A (2025) found that 75% of students preferred communicative activities to traditional grammar-based methods, and 86.6% reported that these activities helped them improve their speaking skills (pp. 32–38). In a similar way, an experimental study carried out at Constantine 1 University showed that students who were exposed to communicative simulation activities performed better in speaking than those who followed traditional methods (*F. Bousmaha & Chadli, 2021, pp. 41–44*). These results suggest that communicative activities can play a significant role in enhancing learners' oral performance.

Despite these positive findings, several challenges still affect the implementation of CLT in classrooms. According to Bousmaha and Chadli (2021), many learners hesitate to participate due to fear of making mistakes and feelings of shyness (p. 47). In addition, H. Benali (2024) points out that learners' willingness to communicate tends to decrease when they are required to use complex grammatical structures (pp. 28–29). F.Yahia (2024) also highlights the influence of the mother tongue, especially Arabic, which may slow down the development of fluency (p. 35). Furthermore, other factors such as large class sizes, lack of teacher training (A. Khider, 2025, p. 50), and difficulties in managing spontaneous communication (Missoum, 2024, pp. 22–23) continue to limit the effectiveness of CLT.

Although these studies provide useful insights, most of them focus on secondary school or university learners. In contrast, the present study, *Investigating the Impact of Communicative Language Teaching Method on EFL Learners' Speaking Skills*, focuses on middle school learners, who represent an important stage in the development of communicative competence. Moreover, while previous research has mainly examined learners' attitudes and anxiety, this study attempts to analyse the impact of CLT on specific speaking sub-skills such as fluency, pronunciation, vocabulary use, grammatical accuracy, and interaction. By focusing on learners' actual performance through classroom tasks like role-plays and problem-solving activities, this study aims to provide a clearer understanding of how CLT can be applied effectively in Algerian middle school classrooms.

1.7.1 Studies on General CLT Implementation (1990-2005)

Savignon (1972) is often cited as a pioneering empirical study. She found that adult learners of French who engaged in communicative tasks performed just as well on grammatical tests and significantly better on communicative tests. As Savignon (2002, p. 7) notes:

"The results confirmed that communicative competence could be developed through practice in using language for communication, without sacrifice of structural accuracy."

However, implementation studies, such as Li's (1998) study in South Korea, revealed significant barriers including teachers' low English proficiency and large class sizes.

1.7.2 Studies on Specific CLT Practices: Focus on Form

Responding to the criticism that CLT neglected grammar, studies in the 1990s (Long, 1991; Doughty & Williams, 1998) investigated Focus on Form (FonF). FonF involves drawing students' attention to linguistic elements during a communicative activity. A meta-analysis by Norris and Ortega (2000, p. 463) found that explicit instruction is more effective than no instruction. Spada and Lightbown (2008, p. 204) concluded that form-focused instruction integrated into communicative contexts is highly effective.

1.7.3 Contemporary Studies (2010-Present)

Recent studies have examined CLT in specific cultural contexts. Zhang (2020) investigated CLT in Chinese universities using a mixed-methods design. Findings indicated that while teachers expressed positive attitudes, they frequently resorted to Grammar-Translation due to exam pressures. Gonzalez-Lloret and Ortega (2014) pioneered the intersection of CLT and technology, finding that synchronous computer-mediated communication (SCMC) provides a less threatening environment for L2 speakers.

1.7.4 Gaps in the Literature

The literature review brings to the surface several underexplored areas. These can be mentioned under the following research gaps:

1. Longitudinal Effects: Most studies are short-term.
2. Specific Skill Targeting: Many studies treat speaking as a monolithic skill, ignoring the multidimensional nature of CAF (Complexity, Accuracy, Fluency).

3. Context-Specificity: Most CLT research has been conducted in specific cultural contexts. There is a shortage of research examining localized models.

This study aims to address the gap related to context-specific research by examining CLT in Algerian middle schools.

1.7.5 The Present Study's Contribution

This study seeks to bridge the identified gaps by investigating the effectiveness of a "strong" version of CLT (specifically Task-Based Learning) on the discrete speaking skills of Algerian middle school students. By employing a quasi-experimental design, this research will provide empirical evidence on how communicative approaches impact fluency, accuracy, and complexity in a context often dominated by exam-oriented instruction. The findings aim to contribute to the ongoing discourse on CLT adaptability and provide practical recommendations for curriculum designers in Algeria and similar EFL settings.

Conclusion

This chapter has provided a comprehensive, multi-layered review of the literature concerning Communicative Language Teaching and its relationship with the development of speaking skills. The review began by investigating the required terminology of the issue under study, establishing that communicative competence is a multi-faceted construct far beyond grammatical knowledge. It then traced the intellectual history of CLT, demonstrating that it is a paradigm shift supported by robust linguistic and psychological theories. The analysis of CLT as a methodology revealed a flexible, principled approach rather than a rigid set of procedures. The synthesis of CLT and speaking skills confirmed a strong theoretical alignment. However, the empirical review exposed a persistent gap: while many teachers claim to use CLT, the classroom reality often reflects a "weak" version. Therefore, this thesis identifies a clear research niche: there is a need for a context-sensitive study that measures the quantifiable impact of a strong version of CLT on discrete components of speaking proficiency.

Chapter Two :

Field Work and Data Analysis

Section One : Research Methodology

Introduction

This section outlines the research methodology employed to investigate the impact of Communicative Language Teaching (CLT) on the speaking skills of 4th-year middle school students. It provides a detailed description of the research design, the target population and sampling procedures, the research setting, and the instruments used for data collection. Furthermore, it explains the experimental procedures and the methods of data analysis adopted to answer the research questions.

2.1 Research Method and Design

This study adopts a mixed-methods research approach, combining both quantitative and qualitative methods. The quantitative component is based on a quasi-experimental design aimed at examining the effect of Communicative Language Teaching (CLT) on learners' speaking proficiency. According to John W. Creswell (2012), experimental designs are intended to test the impact of a treatment on an outcome while controlling for other variables (p. 295). A quasi-experimental design was selected because it allows the investigation of cause-and-effect relationships in natural educational settings where random assignment is not feasible due to administrative constraints (Cohen, Manion, & Morrison, 2018, p. 278). Specifically, the study follows a Pre-test/Post-test Control Group Design involving two intact classes: an Experimental Group, which received instruction based on CLT principles, and a Control Group, which followed the traditional Grammar-Translation Method. Both groups were administered a speaking pre-test and post-test to measure changes in their speaking proficiency.

In addition, the study includes a qualitative component based on classroom observation. Observation is considered an important qualitative data collection method in educational research because it enables the researcher to examine participants' behaviors and classroom practices within their natural setting. More specifically, this study employed a structured non-participant observation. The observation was structured because a predefined checklist was used to guide the observation process and record specific classroom behaviors related to Communicative Language Teaching (CLT). It was non-participant because the researcher observed the classroom interactions without actively participating in the teaching process. The observation focused on learners' participation, interaction, engagement, willingness to communicate, and speaking performance during the intervention period. This qualitative

component was used to complement the quantitative data obtained from the speaking tests and to ensure the fidelity of the treatment implementation.

2.2 Participants: Population and Sample

The target population for this study consisted of 4th-year middle school students in the district of Bouira, Algeria, during the academic year 2025/2026. The sample was selected using convenience sampling. Dörnyei (2007) defines convenience sampling as selecting participants based on their availability and proximity to the researcher (p. 128). The participants comprised 66 students from Sellami Moussa Middle school. Two intact classes were chosen for the study. One class (N = 33) was designated as the Experimental Group, while the other class (N = 33) served as the Control Group. The selection of these specific classes was based on the similarity of their English proficiency levels, as determined by their previous academic performance, ensuring initial homogeneity between the two groups.

2.3 Research Setting

The research was conducted at Sellami Moussa Middle School, a public school located in Bouira, Algeria. The school follows the national curriculum prescribed by the Algerian Ministry of Education for English as a Foreign Language (EFL). The study took place during regular school hours. To ensure the validity of the experiment, the physical conditions of the classrooms for both the control and experimental groups were standardized (e.g., similar class size, lighting, and seating arrangements), minimizing the influence of extraneous variables.

2.4 Research Instruments

2.4.1 Speaking Pre-test and Post-test

The primary instrument for data collection was an oral speaking test designed to assess the students' speaking proficiency. The test aimed to evaluate five core components: fluency, accuracy, vocabulary, pronunciation, and interaction.

The test format consisted of pair work speaking task centred on the theme of personality and life experiences. Students were provided with role-cards and guiding prompts to interact and share personal information. Participants were given 15 minutes to prepare and five minutes to perform the task. The same test content and format were used for both the pre-test and post-test to ensure

the reliability of the comparison. To ensure content validity, the test content was derived directly from the official textbook syllabus, making it relevant to the learners' level. An analytic scoring rubric was used to evaluate students' performance. The rubric was adapted from Luoma (2004), who suggests that analytic scales allow raters to assess specific components of speaking separately (p. 72). This approach enhanced the objectivity and consistency of the scoring process.

3.4.2 Observation Checklist

An observation checklist was utilized as a qualitative research instrument to monitor the implementation fidelity of the treatment and to collect supplementary data about classroom interaction and learner behavior. The checklist was designed according to the principles of structured observation, where specific predetermined behaviors and classroom practices were systematically observed and recorded throughout the intervention period.

The observation focused on several classroom aspects, including learners' participation, interaction, engagement in communicative tasks, willingness to speak, and the use of communicative activities such as pair work, group discussions, and role-plays. In addition, the checklist recorded the extent to which teacher-centered practices, such as explicit grammar explanation, drilling, and teacher domination of classroom talk, occurred during the lessons.

The items included in the checklist were developed based on the principles of Communicative Language Teaching outlined by Richards and Rodgers (2001), particularly regarding the roles of teachers and learners, classroom interaction patterns, and communicative classroom activities (p. 165). The observation process helped verify that the Experimental Group was consistently exposed to communicative teaching practices, while the Control Group continued to follow more traditional instructional procedures.

Furthermore, the observation checklist provided qualitative support for the quantitative findings obtained from the pre-test and post-test results. It allowed the researcher to better interpret learners' speaking development by examining their actual classroom behaviours and communicative engagement during the intervention.

3.5 CLT Intervention Procedure

The study was conducted over a period of 4 weeks during the second semester of the academic year. The intervention followed a structured procedure to ensure consistency:

1. Pre-test Phase:

Before the intervention began, both the Experimental and Control Groups were administered the speaking pre-test to establish a baseline for their speaking proficiency.

2. Treatment Phase (Experimental Group):

The Experimental Group received instruction based on the principles of Communicative Language Teaching (CLT). The lessons were designed around the Task-Based Language Teaching (TBLT) framework (Willis, 1996), incorporating a pre-task, task cycle, and language focus. Classroom activities included information-gap tasks, role-plays, and group discussions. The teacher acted as a facilitator, encouraging interaction and negotiation of meaning.

3. Treatment Phase (Control Group):

The Control Group received traditional instruction using the Grammar-Translation Method. The lessons focused on explicit grammar rules, translation exercises, and reading comprehension. The teacher was the primary source of knowledge, and student interaction was limited to responding to teacher prompts.

4. Observation:

Throughout the treatment phase, the researcher used the observation checklist to ensure the CLT approach was being implemented correctly in the Experimental Group.

5. Post-test Phase:

At the end of the intervention period, both groups were administered the speaking post-test. The format and criteria were identical to the pre-test to allow for comparative analysis.

2.6 Data Analysis and Interpretation

To interpret the quantitative data collected from the pre-tests and post-tests, statistical analysis was performed using manual calculations and electronic statistical tools . The analysis involved three main steps:

1. Descriptive Statistics: Means and standard deviations were calculated for both groups to summarize their overall performance on the pre-test and post-test across the five speaking sub-skills.

2. Paired Samples t-test:

To determine whether each group's performance improved significantly from the pre-test to the post-test, a Paired Samples t-test was calculated for both the Experimental and Control groups independently.

3. Independent Samples t-test:

To determine whether the difference in post-test performance between the Experimental and Control Groups was statistically significant, an Independent Samples t-test was utilized. This test compared the mean scores of the two independent groups (*Creswell, 2012, p. 342*). For all inferential statistics, the significance level was set at $p < 0.05$. If the calculated p-value was less than 0.05, the hypothesis of no statistically significant difference was rejected, which indicates that the CLT treatment had a statistically significant effect on the students' speaking skills.

Section Two: Presentation and Analysis of Result

Introduction

This section aims to present and analyse the quantitative data collected from the speaking pre-tests and post-tests. The main objective is to examine whether the implementation of Communicative Language Teaching (CLT) had a significant impact on the speaking skills of 4th-year middle school students. To achieve this, the data is analysed in three main stages: first, analysing the pre-test to verify the initial homogeneity of the two groups; second, analysing the post-test to examine the final results; and third, comparing the gains of both groups using statistical tests to determine whether the difference is significant.

No.	Accuracy	Fluency	Interaction	Pronunciation	Vocabulary	Total (/25)
1	3	2	2	3	2	12
2	3	3	3	2	3	14
3	3	2	2	3	2	12
4	4	3	2	3	4	16
5	3	1	2	2	2	10
6	3	1	3	3	2	12
7	4	3	2	3	3	15
8	3	3	3	4	2	15
9	2	3	1	3	3	12
10	3	2	3	3	3	14
11	2	2	2	3	2	11
12	2	1	2	2	3	10
13	3	2	2	3	3	13
14	2	2	1	3	3	11
15	2	3	2	4	2	13
16	2	3	2	3	2	12
17	2	1	3	3	3	12
18	3	3	2	3	3	14
19	2	2	2	2	3	11
20	2	2	2	3	3	12
21	4	3	3	3	2	15
22	3	3	2	3	3	14
23	3	3	2	2	3	13
24	2	2	3	4	2	13
25	2	2	2	2	4	12
26	3	3	3	3	3	15
27	2	3	2	4	2	13
28	3	2	2	2	3	12
29	2	2	2	2	2	10
30	3	2	1	3	3	12
31	2	2	2	2	3	11

32	4	3	2	2	2	13
33	3	3	2	3	3	14
	2.70	2.33	2.15	2.82	2.67	12.67

Table 2 : Experimental Group Pre-Test

The results of the experimental group pre-test indicate an overall moderate level of speaking performance. The total mean score is 12.67 out of 25, suggesting that most learners have not yet reached a satisfactory level across the assessed criteria. Among the different components, pronunciation (M = 2.82) and accuracy (M = 2.70) appear to be the strongest areas, while interaction (M = 2.15) records the lowest mean, highlighting learners' difficulties in managing turn-taking and responding appropriately during communication. Fluency (M = 2.33) and vocabulary (M = 2.67) also remain areas of concern. The scores range from 10 to 16, indicating limited variability but confirming the presence of lower-performing learners. Overall, these results show that learners face notable challenges in interactive and spontaneous aspects of speaking.

criterion	Mean score (/5)
Accuracy	2.70
Fluency	2.33
Interaction	2.15
Pronunciation	2.82
Vocabulary	2.67
Total (/25)	12.67

Table 3: Experimental Group Pre-Test Total Mean Scores (/25)

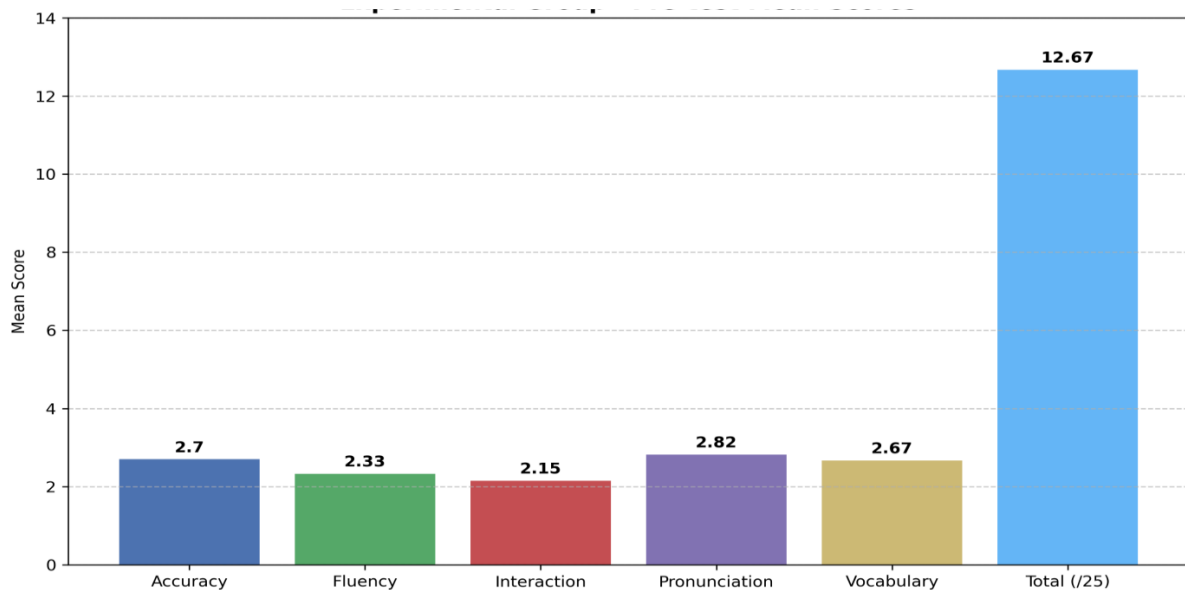


Figure 2.1: Experimental Group -Pre-test Mean Scores

The figure presents the mean scores of the experimental group in the pre-test across five speaking components: accuracy, fluency, interaction, pronunciation, and vocabulary, in addition to the overall total score. The total mean score is 12.67 out of 25, indicating a generally moderate level of speaking proficiency among the learners prior to the intervention. At the component level, pronunciation records the highest mean score ($M = 2.82$), followed by accuracy ($M = 2.70$) and vocabulary ($M = 2.67$), suggesting relatively better performance in these areas. In contrast, fluency ($M = 2.33$) and especially interaction ($M = 2.15$) show lower mean scores, highlighting learners' difficulties in maintaining smooth speech and engaging effectively in communicative exchanges. Overall, the distribution of scores suggests that while learners demonstrate some control over linguistic form, they face greater challenges in spontaneous and interactive aspects of speaking.

No.	Accuracy	Fluency	Interaction	Pronunciation	Vocabulary	Total (/25)	Gain
1	4	4	4	4	3	19	7
2	5	4	5	2	5	21	7
3	5	4	3	5	4	21	9
4	5	5	5	3	5	23	7
5	4	3	4	3	3	17	7
6	4	3	3	4	4	18	6
7	5	4	4	5	5	23	8
8	4	4	4	4	3	19	4
9	3	5	3	5	4	20	8
10	4	4	4	4	5	21	7
11	4	4	4	4	3	19	8
12	3	5	4	3	4	19	9
13	5	4	4	4	4	21	8
14	3	4	2	4	4	17	6
15	4	5	3	5	4	21	8
16	3	5	3	4	4	19	7
17	3	2	4	4	5	18	6
18	4	5	5	4	5	23	9
19	3	3	4	4	4	18	7
20	3	3	3	3	5	17	5
21	5	4	5	5	3	22	7
22	4	5	5	3	4	21	7
23	4	5	4	3	4	20	7
24	3	2	4	5	3	17	4
25	2	4	3	3	5	17	5
26	4	4	5	4	4	21	6
27	4	4	3	5	4	20	7
28	4	4	4	3	4	19	7
29	2	4	4	3	3	16	6
30	4	3	2	4	5	18	6
31	3	3	4	3	5	18	7
32	5	5	2	3	4	19	6
33	4	4	3	4	5	20	6
	3.82	3.97	3.73	3.82	4.12	19.45	6.79

Table 4: Experimental Group (1)Post-Test

The post-test results of the experimental group show a clear improvement in overall performance, with a mean total score of 19.45/25 compared to 12.67 in the pre-test, and an average gain of 6.79 points per student. Vocabulary emerged as the strongest skill (mean = 4.12), followed by fluency (3.97), while interaction recorded the lowest mean (3.73), indicating a relative area for further development. Accuracy and pronunciation (both 3.82) remain moderate and could benefit from additional reinforcement. Score distribution is more consistent than in the

pre-test (range: 16–23), and all learners demonstrated progress, with some achieving high gains of up to 9 points.

Criteria	Mean Score (/5)
Accuracy	3.82
Fluency	3.97
Interaction	3.73
Pronunciation	3.82
Vocabulary	4.12
Total (/25)	19.45

Table 5 : Mean Scores by Group (Post-Test Only – One Group)

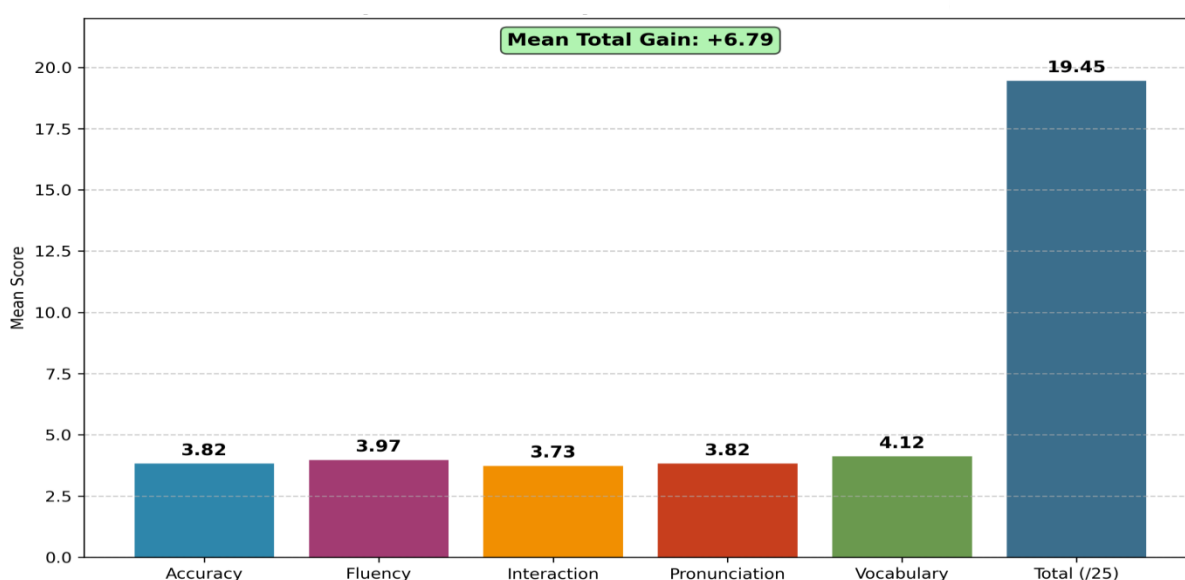


Figure 2.2: Experimental Group Post-Test Mean Scores

The post-test results of Experimental Group 1 reveal clear improvement in students' speaking performance across all assessed features, as reflected by the overall mean score of 19.45 out of 25 and a mean total gain of 6.79. Vocabulary achieved the highest mean score (4.12), indicating strong development in learners' lexical use, followed by Fluency (3.97), which shows improved speaking flow and reduced hesitation. Accuracy and Pronunciation obtained equal mean scores (3.82), reflecting balanced progress in grammatical correctness and speech clarity, while Interaction recorded the lowest mean score (3.73), though it still demonstrates acceptable communicative ability. Overall, the findings suggest that the treatment had a positive effect on enhancing students' oral proficiency, particularly in vocabulary and fluency.

No.	Accuracy	Fluency	Interaction	Pronunciation	Vocabulary	Total (/25)
1	3	3	1	2	2	11
2	2	3	3	2	3	13
3	3	2	2	1	3	11
4	2	3	3	3	3	14
5	3	3	1	3	3	13
6	3	3	2	4	3	15
7	2	2	2	3	2	11
8	3	3	2	4	2	14
9	3	3	2	2	3	13
10	2	4	3	2	1	12
11	2	3	2	3	2	12
12	3	4	2	3	4	16
13	3	2	2	3	4	14
14	2	3	3	1	3	12
15	3	3	3	3	3	15
16	3	4	2	2	3	14
17	2	2	1	3	5	13
18	2	2	3	3	3	13
19	2	2	3	2	3	12
20	3	1	2	2	2	10
21	3	2	3	2	2	12
22	4	2	2	3	3	14
23	3	3	3	3	2	14
24	3	3	2	2	2	12
25	3	4	4	3	2	16
26	2	3	4	2	2	13
27	3	2	2	2	4	13
28	3	2	3	3	3	14
29	3	3	3	2	3	14
30	2	2	3	2	4	13
31	3	4	2	2	3	14
32	4	3	3	4	2	16
33	3	2	3	3	4	15
	2.73	2.73	2.45	2.55	2.82	13.27

Table 6 :Control Group Pre-Test

The pre-test results indicate that the overall speaking performance of the learners was generally within the low to moderate range, with a mean total score of 13.27 out of 25, which is slightly higher than the earlier mixed/experimental pre-test score of 12.67. Among the assessed criteria, Vocabulary obtained the highest mean score (2.82), suggesting that learners demonstrated relatively better lexical knowledge and word usage, followed by Accuracy and Fluency, which both recorded a mean of 2.73. In contrast, Interaction achieved the lowest mean score (2.45), indicating difficulties in maintaining communication and responding effectively during speaking

tasks, while Pronunciation also remained relatively weak with a mean score of 2.55. The total scores ranged from 10 to 16, reflecting noticeable differences in learners' speaking abilities. Some students achieved scores between 14 and 16, demonstrating a certain level of readiness and oral competence, whereas 20 student recorded the lowest total score (10), particularly due to very weak fluency and several low criterion scores. Overall, the findings suggest that although some learners displayed acceptable speaking abilities, most participants still experienced limitations across several aspects of oral performance before the treatment.

Criterion	Mean Score (/5)
Accuracy	2.73
Fluency	2.73
Interaction	2.45
Pronunciation	2.55
Vocabulary	2.82
Total (/25)	13.27

Table 7 : Mean Scores – Control Group (Pre-Test)

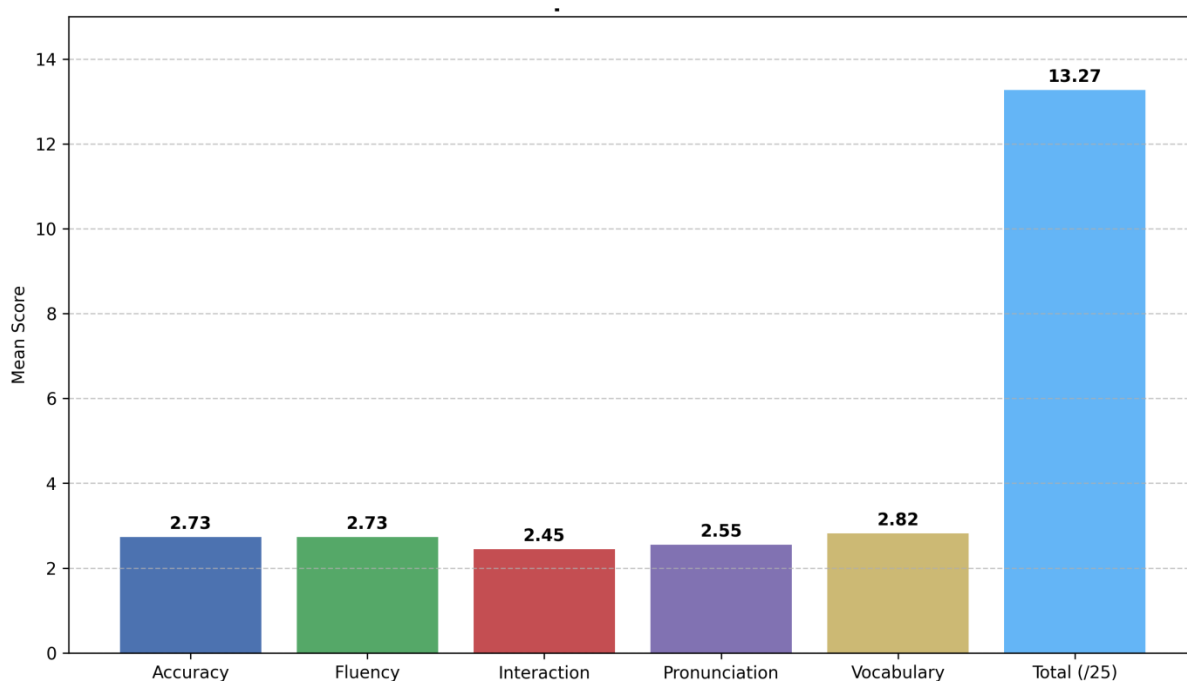


Figure 2.3: Control Group Pre-Test Mean Scores

The pre-test results of the control group indicate a generally low to moderate level of speaking performance across all assessed features, with an overall mean score of 13.27 out of 25. Vocabulary achieved the highest mean score (2.82), suggesting relatively better lexical knowledge among students, while Accuracy and Fluency obtained identical mean scores (2.73),

reflecting a similar level of performance in grammatical correctness and speech flow. Pronunciation scored slightly lower (2.55), indicating some difficulties in producing clear and accurate speech sounds, whereas Interaction recorded the lowest mean score (2.45), showing that students experienced greater challenges in maintaining communication and engaging effectively in conversations. Overall, the results reveal that the learners demonstrated limited oral proficiency before the treatment.

No.	Accuracy	Fluency	Interaction	Pronunciation	Vocabulary	Total (/25)	Gain
1	4	4	2	3	3	16	5
2	3	4	4	3	3	17	4
3	4	4	3	2	5	18	7
4	3	4	4	4	3	18	4
5	3	5	2	4	5	19	6
6	4	4	2	5	4	19	4
7	3	3	3	4	2	15	4
8	3	4	3	5	3	18	4
9	4	4	3	3	3	17	4
10	3	4	4	3	1	15	3
11	3	4	4	4	3	18	6
12	4	5	3	3	4	19	3
13	4	4	3	4	5	20	6
14	3	4	4	1	4	16	4
15	3	3	3	3	3	15	0
16	4	5	3	2	4	18	4
17	3	2	1	4	5	15	2
18	3	3	4	4	4	18	5
19	3	2	4	3	3	15	3
20	4	2	4	2	2	14	4
21	4	4	4	4	3	19	7
22	3	3	4	4	4	18	4
23	4	4	4	4	3	19	5
24	4	3	2	3	4	16	4
25	3	4	4	3	2	16	0
26	2	5	4	3	3	17	4
27	4	4	3	3	5	19	6
28	4	3	5	4	3	19	4
29	3	3	3	2	3	14	0
30	2	2	4	3	5	16	3
31	3	5	3	2	3	16	3
32	4	4	3	4	3	18	2
33	4	2	3	4	4	17	2
	3.42	3.7	3.33	3.33	3.58	17.36	3.97

Table 8: Control Group Post-Test

The post-test results of the control group show a moderate improvement in students' speaking performance, with an overall mean score of 17.36 out of 25 and a mean gain of 3.97 points. Fluency achieved the highest mean score (3.70), indicating that students were relatively able to maintain speech with fewer pauses and hesitations, followed by Vocabulary (3.58), which reflects a satisfactory use of lexical items during communication. Accuracy obtained a mean score of 3.42, while both Interaction and Pronunciation recorded equal mean scores of 3.33, suggesting balanced but still limited development in communicative engagement and speech clarity. Although some students achieved noticeable gains, others showed little or no improvement, as reflected in gain scores ranging from 0 to 7. Overall, the findings indicate that the control group experienced some progress in oral performance; however, the improvement remained moderate across the assessed speaking features.

1. OVERALL PERFORMANCE

Metric	Score
Mean Total Score	17.36 / 25 (68.6%)
Mean Gain	3.97 points
Highest Total	20 / 25 (Student 13)
Lowest Total	14 / 25 (Students 20, 29)
Range	6 points (14 → 20)

Table 9 : Descriptive Statistics Of The Control Group Post-Test Scores

The results indicate a moderate overall performance, with an average achievement of 68.6%. Mean scores across the assessed criteria range from 3.33 to 3.70 out of 5, reflecting a generally satisfactory but not outstanding level. The total scores are fairly concentrated between 15 and 19 points, suggesting limited variability within the group. Only one student reached a score of 20/25, and none exceeded this mark, indicating that high performance remains limited. Additionally, 8 students (24%) scored below 17/25, placing them under the group average and highlighting a need for further support.

2. STRENGTHS

Rank	Criterion	Mean Score	Observation
1	Fluency	3.70	Highest score - Students speak more smoothly and

			continuously
2	Vocabulary	3.58	Good lexical range - Students know sufficient words
3	Accuracy	3.42	Decent grammatical correctness

Table 10: Highest-Ranked Speaking Criteria In The Control Group Post-Test

The detailed analysis shows that fluency (mean = 3.70) is the strongest criterion, as students are generally able to speak smoothly with minimal hesitation; notably, 12 students scored 4 or higher, while only 3 scored below 3. Vocabulary (3.58) ranks second, with 10 students achieving scores of 4 or above, indicating a solid lexical range and effective word use in communication. Accuracy (3.42), although slightly lower, remains acceptable, as most learners produce only minor grammatical errors rather than serious ones, and the scores are relatively consistent, reflected in the low standard deviation (0.61).

3. WEAKNESSES (RELATIVELY)

Rank	Criterion	Mean Score	Observation
4	Interaction	3.33	Difficulty in maintaining a dialogue and responding appropriately
5	Pronunciation	3.33	Difficulties of word stress, intonation and sound production

Table 11: Lowest-Ranked Speaking Criteria In The Control Group Post-Test

This results illustrates the lowest-ranked speaking criteria for the control group following the post-test. In this section, the data reveals that the areas where the control group continued to struggle the most were "Interaction" and "Pronunciation," with both criteria yielding an identical mean score of 3.33. Regarding interaction, this relatively low score indicates that students who were taught using traditional methods still faced significant difficulties in sustaining a dialogue and formulating appropriate responses in real-time. Similarly, the 3.33 mean score for pronunciation demonstrates persistent weaknesses in fundamental phonological aspects; specifically, students struggled with accurate sound production, as well as the correct application of word stress and intonation. Ultimately, these scores suggest that without the communicative activities present in the experimental group's instruction, learners in the control group found it

challenging to develop the natural flow and phonetic accuracy required for effective spoken English .

Criterion	Mean Score (/5)
Accuracy	3.42
Fluency	3.70
Interaction	3.33
Pronunciation	3.33
Vocabulary	3.58
Total (/25)	17.36

Table 12: Mean Scores – Control Group (Post-Test)

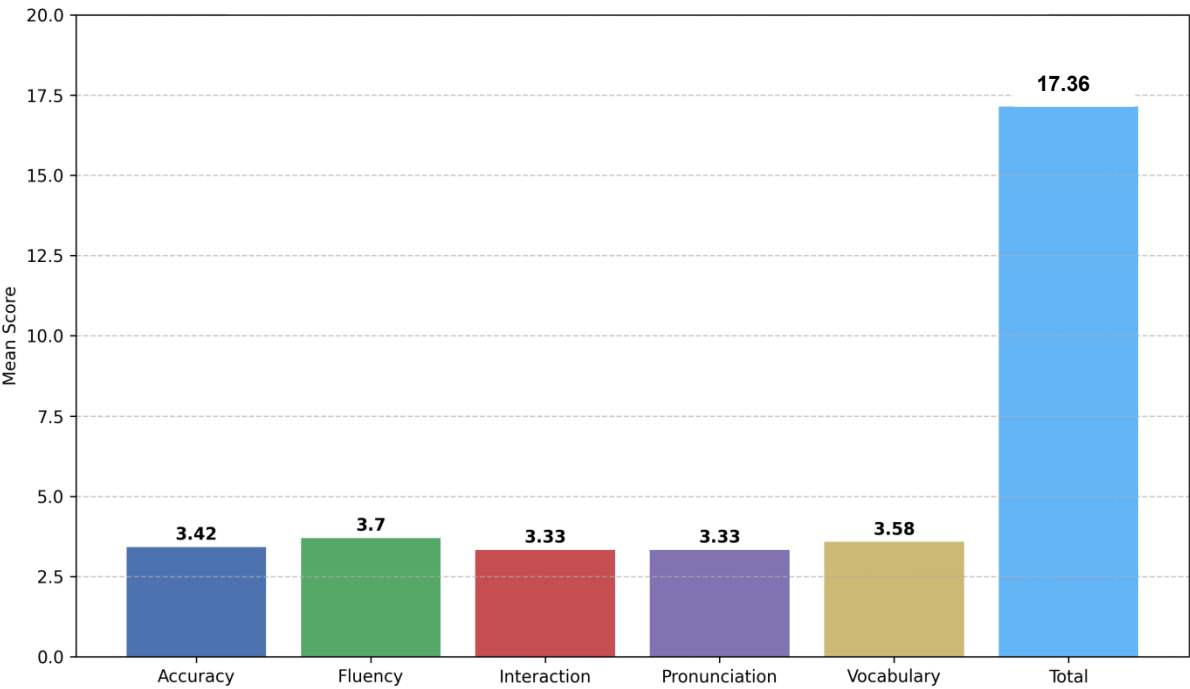


Figure 2.4: Control Group Post-Test Mean Scores(Individual Data)

The post-test results of the control group show a slight improvement in students’ speaking performance, with the overall mean score increasing to 17.15 out of 25. Vocabulary obtained the highest mean score (3.50), indicating relatively better development in learners’ word usage and lexical knowledge, followed by Fluency (3.37), which reflects some progress in speaking smoothly and with fewer hesitations. Interaction and Pronunciation achieved identical mean scores (3.33), showing moderate improvement in communicative engagement and speech clarity, while Accuracy recorded the lowest mean score (3.42), though it still demonstrates acceptable

grammatical performance. Overall, the findings suggest that the control group showed moderate progress in oral proficiency, but the improvement remained less remarkable compared to the experimental group.

Global Comparison: Experimental Group vs Control Group

1. Initial Situation (Pre-Test)

Criterion	Experimental Group	Control Group	Difference
Accuracy	2.70	2.73	0.03
Fluency	2.33	2.73	0.40
Interaction	2.15	2.45	0.30
Pronunciation	2.82	2.55	0.27
Vocabulary	2.67	2.82	0.15
Total (/25)	12.67	13.27	0.60

Table 13: Pre-Test Mean Scores of The Experimental and Control Groups

Initial observation

The pre-test results reveal that both the experimental and control groups had relatively similar speaking proficiency levels before the treatment, as reflected by the close total mean scores of 12.67 and 13.27 respectively, with a small overall difference of 0.60 points. The control group performed slightly better in Accuracy (2.73), Fluency (2.73), Interaction (2.45), and Vocabulary (2.82), while the experimental group scored marginally higher in Pronunciation (2.82) compared to the control group (2.55). The small differences across all criteria indicate that the two groups were generally homogeneous and comparable at the beginning of the study.

2. Final Situation (Post-test)

Criterion	Experimental Group	Control Group	Difference
Accuracy	3.82	3.42	0.40
Fluency	3.97	3.70	0.27
Interaction	3.73	3.33	0.40
Pronunciation	3.82	3.33	0.49
Vocabulary	4.12	3.58	0.54
Total (/25)	19.45	17.36	2.09

Table 14: Comparison of Experimental and Control Groups In The Post-Test

Final Observation

The post-test comparison between the experimental and control groups shows that the experimental group outperformed the control group in all assessed speaking criteria, achieving a higher overall mean score of 19.45 compared to 17.36, with a total difference of 2.09 points. The largest differences appeared in Vocabulary (0.54) and Pronunciation (0.49), indicating that the treatment had a particularly strong effect on learners' lexical development and speech clarity. Noticeable differences were also observed in Accuracy and Interaction (0.40 each), while the smallest difference was recorded in Fluency (0.27). Despite some improvement in the control group's performance, it did not surpass the experimental group in any criterion, which suggests that the instructional treatment contributed positively to enhancing the experimental group's overall oral proficiency.

3. Progression (Gain)

Criterion	Experimental Group	Control Group	Gain Difference
Accuracy	1.12	0.69	0.43
Fluency	1.64	0.97	0.67
Interaction	1.58	0.88	0.70
Pronunciation	1.00	0.78	0.22
Vocabulary	1.45	0.76	0.69
Total (/25)	6.79	4.09	2.70

Table 15: Comparison of Progression Gains Between the Experimental and Control Group

Progression Observation

The progression results demonstrate that the experimental group achieved greater improvement than the control group across all five speaking criteria. The total gain of the experimental group reached 6.79 points, compared to 4.09 points for the control group, with a significant difference of 2.70 points overall. The largest gain differences were observed in Interaction (0.70), Vocabulary (0.69), and Fluency (0.67), indicating that the experimental group progressed considerably better in communicative engagement, lexical development, and speaking flow. In particular, the experimental group's vocabulary gain was nearly double that of the control group. Although Pronunciation showed the smallest gain difference (0.22), the experimental group still outperformed the control group in this criterion. Overall, these findings suggest that the treatment had a strong positive effect on improving the experimental group's oral performance

3. Summary and Interpretation

The overall results highlight the clear strengths of the experimental group, which demonstrated higher overall progression than the control group, with a gain difference of 2.70 points. Although the experimental group started at a slightly lower level in the pre-test, it managed to surpass the control group in all five speaking sub-skills in the post-test results. The most remarkable improvements were observed in Interaction (0.70) and Vocabulary (0.69), which strongly supports the effectiveness of communicative tasks in enhancing learners' communicative engagement and lexical development. Overall, the findings indicate that the instructional treatment contributed significantly to improving the experimental group's oral proficiency.

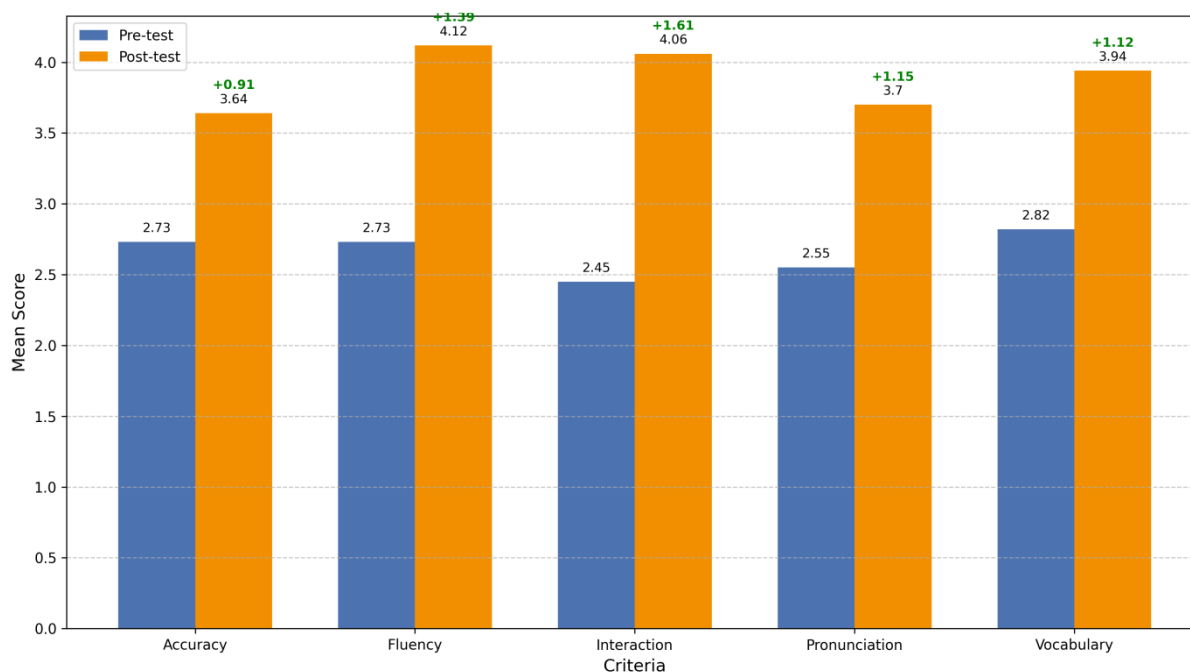


Figure 2.5: Control Group: Pre-Test vs Post-Test Comparison

This figure demonstrates that the control group also showed improvement in speaking performance from the pre-test to the post-test; however, the progress was more moderate compared to the experimental group. Vocabulary achieved the highest post-test mean score, increasing from 2.82 to 3.58, while Fluency improved from 2.73 to 3.70, indicating some development in learners' ability to speak more smoothly. Interaction rose from 2.45 to 3.33, reflecting better communicative participation, whereas Pronunciation improved from 2.55 to 3.33 and Accuracy from 2.73 to 3.42. Although the results reveal positive progress in all assessed criteria, the gains remained less significant than those observed in the experimental group, suggesting a more limited improvement in oral proficiency.

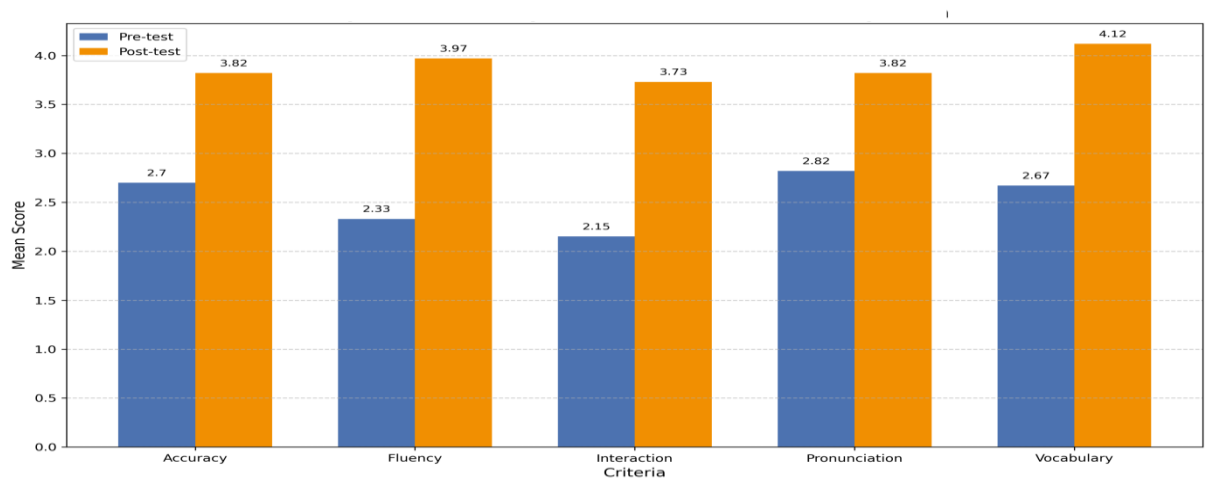


Figure 2.6: Experimental Group Pre-Tests vs Post-Test Comparison

The results presented in this figure reveal a significant improvement in the experimental group's speaking performance between the pre-test and the post-test across all five assessed criteria. Vocabulary recorded the highest progress, increasing from 2.67 to 4.12, which indicates considerable development in learners' lexical knowledge and word use. Fluency also showed substantial improvement, rising from 2.33 to 3.97, reflecting better speaking flow and reduced hesitation. Interaction improved markedly from 2.15 to 3.73, suggesting enhanced communicative engagement and participation in conversations. Similarly, Accuracy increased from 2.70 to 3.82, while Pronunciation improved from 2.82 to 3.82, demonstrating progress in grammatical correctness and speech clarity. Overall, the findings indicate that the treatment had a strong positive effect on the experimental group's oral proficiency.

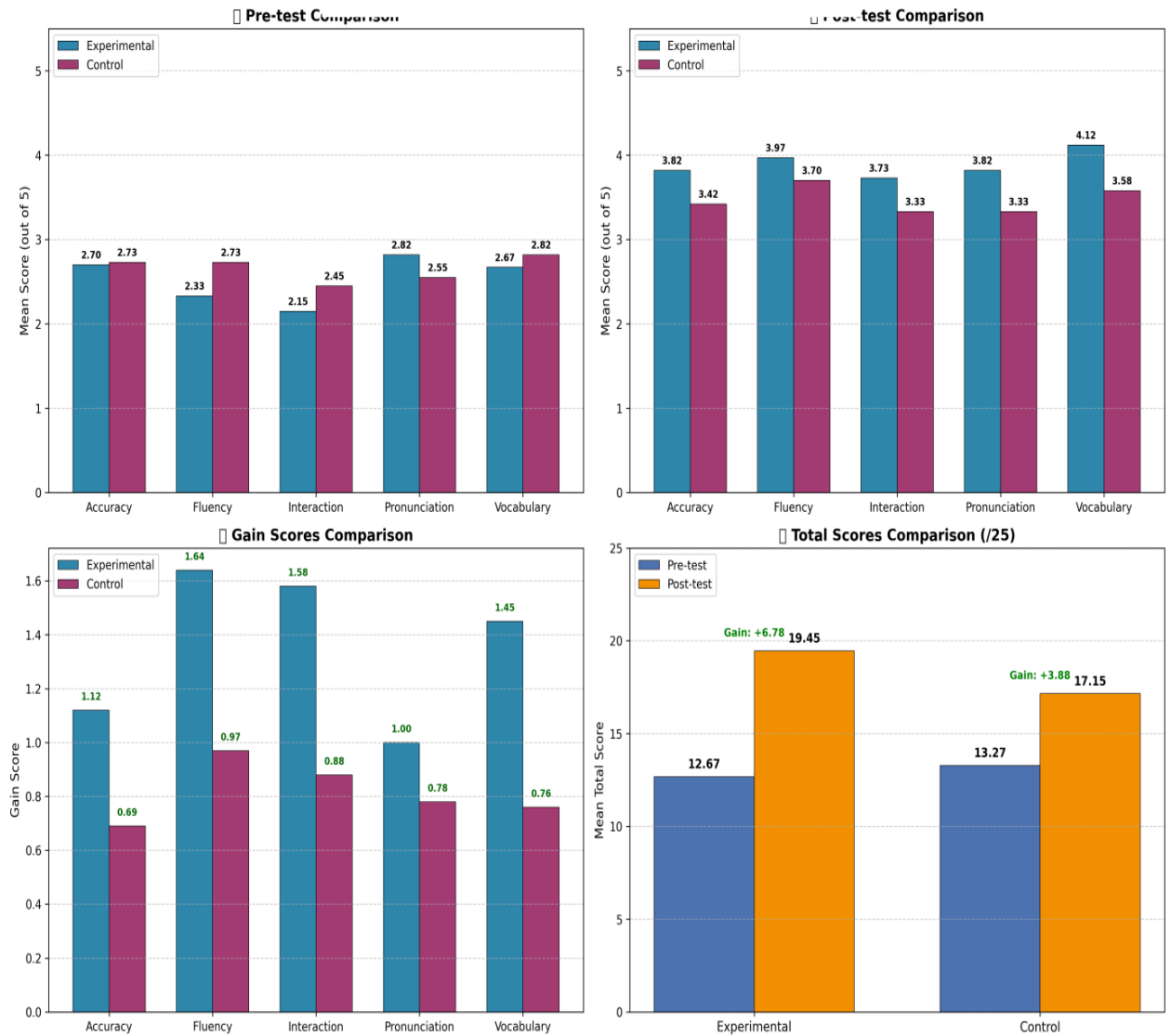


Figure 2.7: Experimental vs Control Group: Complete Analysis

The figure presents a complete comparison between the experimental group and the control group across five speaking performance criteria: accuracy, fluency, interaction, pronunciation, and vocabulary. The analysis includes pre-test results, post-test results, gain scores, and total scores.

In the **pre-test comparison**, both groups showed relatively similar performance levels before the intervention, indicating that the two groups started from nearly the same baseline. The control group scored slightly higher in most categories such as fluency, interaction, and vocabulary, while the experimental group performed slightly better in pronunciation. Overall, the differences between the two groups at the pre-test stage were minimal.

In the **post-test comparison**, both groups improved in all speaking criteria; however, the experimental group achieved noticeably higher scores than the control group in every category. The largest differences appeared in vocabulary, fluency, and interaction. This suggests that the instructional treatment or strategy used with the experimental group had a stronger positive effect on learners' speaking performance compared with the traditional method used with the control group.

The **gain scores comparison** further highlights the effectiveness of the experimental treatment. The experimental group recorded higher gains across all five criteria. The greatest improvements were observed in fluency and interaction, followed by vocabulary and accuracy. In contrast, the control group showed only moderate progress. These results demonstrate that the experimental approach contributed more substantially to students' language development.

Finally, the **total scores comparison** shows a clear overall improvement from pre-test to post-test in both groups. The experimental group increased from a mean total score of approximately 12.67 to 19.45, achieving a gain of about 6.78 points. Meanwhile, the control group improved from 13.27 to 17.15, with a gain of approximately 3.88 points. The experimental group therefore achieved a considerably larger overall improvement than the control group.

Overall, the analysis indicates that the experimental treatment was more effective in enhancing students' speaking skills across all assessed dimensions.

2.7 Analysis of the Pre-test Results

Before starting the four-week CLT intervention, a speaking pre-test was administered to both the Experimental and Control groups. The purpose of this test was to establish a baseline and to verify that the two groups were homogeneous in terms of their speaking proficiency. The test was graded out of 25 points, covering five sub-skills: accuracy, fluency, interaction, pronunciation, and vocabulary. Table 3.1 below presents the descriptive statistics (mean scores) for both groups on the pre-test.

Speaking Sub-skills	Experimental Group (Mean /5)	Control Group (Mean /5)
Accuracy	2.70	2.73
Fluency	2.33	2.73
Interaction	2.15	2.45

Speaking Sub-skills	Experimental Group (Mean /5)	Control Group (Mean /5)
Pronunciation	2.82	2.55
Vocabulary	2.67	2.82
Total Score (/25)	12.67	13.27

Table 16: Pre-Test Mean Scores Of The Experimental and Control Groups

As shown in Table 3.1, the total mean score for the Experimental Group was 12.67 out of 25, while the Control Group scored slightly higher with a mean of 13.27. The difference between the two groups is 0.60 points, which remains relatively small.

Looking at the specific sub-skills, both groups showed relatively similar patterns. For instance, “Interaction” was the weakest area for both groups (2.15 for the Experimental group and 2.45 for the Control group), which may be due to students’ limited experience with communicative speaking tasks. The Control group had a slight advantage in fluency and vocabulary, while the Experimental group scored slightly higher in pronunciation. Overall, these scores reflect a limited level of speaking proficiency in both groups before the experiment began. More importantly, the close scores suggest that the two intact classes were at a comparable starting level. This indicates that both groups can be considered reasonably homogeneous before the intervention.

2.8 Analysis of the Post-test Results

Following the four-week intervention period, a post-test was administered to both groups using the exact same format and rubric as the pre-test. The aim was to measure the impact of the CLT treatment on the students' speaking performance. Table 16 presents the mean scores of both groups on the post-test.

Speaking Sub-skills	Experimental Group (Mean /5)	Control Group (Mean /5)
Accuracy	3.82	3.42
Fluency	3.97	3.70
Interaction	3.73	3.33
Pronunciation	3.82	3.33
Vocabulary	4.12	3.58

Speaking Sub-skills	Experimental Group (Mean /5)	Control Group (Mean /5)
Total Score (/25)	19.45	17.36

Table 17: Post-Test Mean Scores Of The Experimental and Control Groups

According to Table 3.2, a noticeable difference can be observed in the overall performance of the two groups after the intervention. The Experimental Group achieved a mean score of 19.45 out of 25, whereas the Control Group scored 17.36, resulting in a difference of 2.09 points in favor of the experimental condition.

More importantly, the Experimental Group outperformed the Control Group across all five speaking sub-skills. The most noticeable differences were found in vocabulary (0.54) and pronunciation (0.49), which may suggest that the communicative tasks and role-plays used during the intervention provided the experimental group with more opportunities to practice new language in meaningful contexts.

Furthermore, while “Interaction” was the weakest area for both groups at the pre-test stage, the Experimental Group achieved a higher score (3.73) compared to the Control Group (3.33). This improvement in interaction is in line with the principles of Communicative Language Teaching, which emphasize meaningful communication and learner interaction.

Regarding the overall progression, the Experimental Group gained an average of 6.79 points compared to their pre-test, while the Control Group gained 4.09 points. Although both groups improved which can be expected, as students had already been exposed to the test format the Experimental Group showed a greater progression. However, to confirm whether this difference is statistically significant, inferential statistical analysis is required and will be presented in the following section.

2.9 Inferential Statistical Analysis

The descriptive statistics presented in the previous sections showed a noticeable difference in the post-test scores and the overall progression of the two groups. However, to determine whether these differences are statistically significant and not due to chance, inferential statistics were applied. As stated in the methodology (Section 2.6), both a Paired Samples t-test and an Independent Samples t-test were conducted using a significance level of 0.05 ($p < 0.05$).

First, a Paired Samples t-test was conducted for each group separately in order to examine whether the improvement from the pre-test to the post-test was statistically significant. For the Experimental Group, the results revealed a statistically significant improvement, as the p-value was less than 0.001 ($p < 0.001$). This indicates that the increase from 12.67 to 19.45 is highly unlikely to be due to chance.

Similarly, the Control Group also showed a statistically significant improvement from 13.27 to 17.36 ($p = 0.002$). This result can be expected, as the students had already been exposed to the test format and continued receiving instruction during the intervention period.

Secondly, an Independent Samples t-test was used to compare the post-test scores of the two groups. This test directly addresses the research question by determining whether the Experimental Group outperformed the Control Group after the intervention.

The results of the Independent Samples t-test are presented in Table 4.3 below.

Group	N	Mean	t-value	p-value	Decision
Experimental	33	19.45	2.58	0.012	Significant
Control	33	17.36			

Table 18: Independent Samples T-Test Results (Post-Test)

As shown in Table 3.4, the p-value obtained from the Independent Samples t-test is 0.012. Since this value is lower than the significance level of 0.05, the difference of 2.09 points between the Experimental Group (19.45) and the Control Group (17.36) is considered statistically significant. Consequently, the hypothesis of no statistically significant effect of Communicative Language Teaching on the speaking skills of 4th-year middle school EFL learners is rejected. The results therefore support the alternative hypothesis, indicating that the implementation of CLT had a statistically significant positive effect on the speaking performance of 4th-year middle school students.

2.10 Discussion of the Results

The statistical analysis in the previous section confirmed that the Experimental Group, which was taught using CLT, significantly outperformed the Control Group, which was taught using the traditional Grammar-Translation Method. This section aims to interpret these findings by

linking them to the theoretical background and previous empirical studies discussed in Chapter One.

First, the overall positive impact of CLT on students' speaking skills is consistent with the previous research conducted in the Algerian context. For instance, the findings support Khider's (2025) study, which showed that communicative activities can effectively improve learners' speaking performance. Similarly, the results are in line with Bousmaha and Chadli's (2021) experimental study at Constantine 1 University, where students exposed to communicative tasks achieved better speaking outcomes than those taught through traditional methods. The 2.09-point difference in the post-test scores suggests that focusing mainly on grammar explanation, as in the Control Group, may be less effective for developing oral skills than engaging learners in communicative tasks.

Second, particular attention should be given to the improvement in the "Interaction" sub-skill. In the pre-test, interaction was the weakest area for both groups (2.15 and 2.45). However, in the post-test, the Experimental Group showed a higher gain (+0.70) in this skill compared to the Control Group. This result can be explained by the nature of the CLT intervention. Through role-plays and pair work, students in the experimental condition were encouraged to listen to their peers, negotiate meaning, and participate actively in communication. In contrast, the Control Group spent more time on individual grammar exercises or teacher-led activities, which provided limited opportunities for real interaction. This finding supports Littlewood's (2014) view that learners need meaningful communicative practice to develop their oral competence.

Third, the improvement observed in vocabulary (+0.54) and pronunciation (+0.49) in the Experimental Group can also be linked to the classroom practices used during the intervention. In more traditional settings, vocabulary is often learned through memorization, and pronunciation is practiced in isolation. In contrast, the CLT-based lessons required students to use language in meaningful situations. For example, during role-play tasks related to personality and life experiences, students needed to select appropriate words and make themselves understood, which may have encouraged more accurate pronunciation and more effective vocabulary use.

Finally, it is important to consider the progress of the Control Group. Although they did not receive CLT instruction, their total score increased from 13.27 to 17.36. This improvement can be considered expected and may be explained by two factors. First, the testing effect may have influenced the results, as students tend to perform better when they are familiar with the test

format. Second, the group continued to receive regular English instruction during the four-week period, which can naturally lead to some development. However, the results suggest that while traditional methods may contribute to improvement, they appear less effective than communicative approaches in enhancing speaking skills.

In conclusion, the findings indicate that shifting from a teacher-centered, grammar-focused approach to a learner-centered, communicative approach can significantly improve the speaking proficiency of middle school students, particularly in terms of interaction and vocabulary use.

2.11 Pedagogical Implications

The findings of this study offer several practical implications for EFL teachers, particularly those working in Algerian middle schools. First, the results clearly suggest that relying solely on the Grammar-Translation Method is not sufficient to develop students' speaking abilities. Teachers should make a conscious effort to integrate communicative activities, such as role-plays and information-gap tasks, into their daily lesson plans, even when using the official textbook.

Second, the significant improvement in the "Interaction" sub-skill highlights the importance of pair work and group work. Middle school students are often hesitant to speak in front of the whole class due to anxiety or fear of making mistakes. By organizing students into smaller groups, teachers can create a safer and less intimidating environment that encourages them to interact with their peers.

Finally, the study implies that teacher training is essential. As noted in the literature review, many teachers face difficulties in implementing CLT because they are more accustomed to traditional, teacher-centered methods. Educational authorities and school inspectors should provide practical training sessions that demonstrate how to manage communicative classrooms and how to assess speaking skills using analytic rubrics like the one used in this study.

2.12 Limitations of the Study

While this study yielded positive results, it is important to acknowledge certain limitations. The first limitation concerns the sample size and context. The study was conducted with only 66 students in one middle school in Bouira. Therefore, the results cannot be broadly generalized to all middle school students across Algeria, as different schools may have different learning environments and levels of resources.

A second limitation is the duration of the intervention. The experiment lasted only four weeks. Although a significant difference was found within this short period, a longer intervention (such as a full semester) might provide a clearer picture of how CLT affects long-term language retention and speaking development.

Lastly, there is the possibility of the "Hawthorne Effect." Because the students in the Experimental Group knew they were participating in a new type of instruction, they may have been more motivated or engaged in speaking activities, which could have slightly influenced the post-test results independently of the teaching method itself.

Conclusion

The primary objective of this chapter was to present and interpret the data collected during the four-week experimental intervention. The statistical analysis of the pre-tests and post-tests yielded clear evidence supporting the study's hypotheses: while both groups showed minor improvements, the Experimental Group taught through CLT principles made statistically significant gains in overall speaking performance compared to the Control Group. More importantly, the disaggregated analysis of the five sub-skills revealed that communicative instruction had the most profound impact on interaction, vocabulary, pronunciation, and fluency. The classroom observations further corroborated these quantitative findings, indicating that shifting to a learner-centered environment effectively lowered learners' anxiety and fostered greater spontaneous participation. By linking these localized results back to the theoretical frameworks of the Output Hypothesis and Sociocultural Theory, this chapter confirms that the integration of communicative tasks directly addresses the speaking difficulties faced by Algerian middle school learners. These findings synthesize the core arguments of the thesis, paving the way for the final, overarching conclusions and pedagogical implications.

General

Conclusion

This study investigated the impact of Communicative Language Teaching (CLT) on the speaking skills of 4th-year middle school EFL learners at Sellami Moussa Middle School in Bouira. The research was driven by a persistent disconnect: while the Algerian Competency-Based Approach promotes communicative objectives, traditional, teacher-centered practices continue to dominate many English classrooms. The central aim was to determine whether a structured CLT intervention could yield better speaking outcomes than the conventional Grammar-Translation Method. To test this, a mixed-methods approach within a quasi-experimental framework was applied to two intact classes. The Experimental Group (n=33) was taught using communicative tasks grounded in CLT principles, while the Control Group (n=33) received traditional grammar-based instruction. Quantitative data were drawn from pre- and post-tests, scored analytically across five speaking sub-skills: fluency, accuracy, vocabulary, pronunciation, and interaction. To complement these numerical findings and verify the fidelity of the treatment, qualitative insights were gathered through structured classroom observations.

The results clearly validated the study's hypotheses. Statistical analysis of the post-test scores revealed that the Experimental Group significantly outperformed the Control Group ($p < 0.05$). While both groups showed marginal improvement, the gains made by learners exposed to communicative activities were substantially higher. Specifically, the most dramatic improvements were observed in interaction, vocabulary use, pronunciation, and fluency. These gains suggest that communicative tasks effectively force learners to actively negotiate meaning and participate in authentic language use, rather than simply memorizing rules.

Beyond the statistics, classroom observations revealed a qualitative shift in learner behavior. The learner-centered nature of CLT, facilitated through pair work, role-plays, and task-based activities, noticeably reduced students' hesitation. Learners became more willing to take risks and express themselves orally. Conversely, the Control Group's reliance on grammatical correctness restricted opportunities for spontaneous communication, ultimately stifling their oral production. This observed improvement in learner engagement suggests that students are not only capable of responding to communicative instruction but also benefit from it in terms of confidence and autonomy. When learners are given structured opportunities to interact, they gradually move away from dependence on teacher correction and begin to self-regulate their language use.

These outcomes lend strong empirical support to the theoretical frameworks underpinning this thesis. The success of the intervention echoes Hymes' concept of communicative competence, confirming that knowing how to use language socially is just as critical as knowing

its structures. The data also reflects Krashen's Input and Affective Filter Hypotheses; by lowering anxiety through collaborative tasks, students were better positioned to process language. Furthermore, the improvements in the Experimental Group validate Swain's Output Hypothesis and Vygotsky's Sociocultural Theory, demonstrating that speaking proficiency is co-constructed through peer interaction rather than learned in isolation.

Naturally, this research is not without limitations. Conducted over a four-week period with a sample of 66 students from a single middle school, the generalizability of the findings is restricted. Additionally, because the focus was exclusively on speaking, the potential transfer effects of CLT on listening, reading, or writing remain unexamined. Despite these constraints, the study offers concrete pedagogical implications for the Algerian EFL context. It provides local, empirical evidence that shifting classroom dynamics from passive grammar absorption to active communication yields measurable results. To bridge the gap between curriculum policy and classroom reality, educational authorities must prioritize practical CLT training for teachers. Educators need structural support and resources to confidently transition away from the Grammar-Translation Method.

Moreover, future research could expand the scope of this investigation by incorporating larger and more diverse samples across different educational levels, as well as examining the long-term effects of CLT on overall language proficiency. It would also be valuable to explore how digital tools and blended learning environments can further support communicative practices in EFL classrooms, especially in contexts with limited instructional time. Such extensions would provide a more comprehensive understanding of how CLT functions across varying conditions and would strengthen the applicability of its principles in real-world teaching situations.

Ultimately, this thesis demonstrates that Communicative Language Teaching, when implemented with fidelity, can significantly enhance the oral proficiency of middle school learners. By repositioning the student from a passive recipient of grammatical rules to an active participant in meaning-making, CLT offers a viable pathway for developing true communicative competence in Algerian schools.

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4. Dissertations

- Benali, H. (2024). *Task complexity and willingness to communicate in Algerian EFL classrooms* (Master's thesis, University of Souk Arass, Algeria).
- Bousmaha, F., & Chadli, A. (2021). *Investigating speaking anxiety in Algerian EFL classrooms* (Master's thesis, University of Constantine 1, Algeria).
- Khider, A. (2025). *Exploring the effectiveness of Communicative Language Teaching in enhancing EFL learners' speaking proficiency* (Master's thesis, University of Bouira, Algeria).
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Appendix A: Speaking Test Prompt (Pre-test / Post-test)

Instructions for Students:

1. You will work in pairs. Read your role-card carefully.
2. You have 15 minutes to prepare your ideas and think about what you will say. After the preparation time, you will interact with your partner for 5 minutes.
3. Try to speak naturally, ask questions, and keep the conversation going.

Theme: Personality and Life Experiences

Role Card A

1. Start the conversation by introducing yourself.
2. Describe your personality to your partner (Are you shy, outgoing, patient, etc.?) and give an example.
3. Ask your partner about a memorable life experience (e.g., a trip, a celebration, or a challenging moment).
4. Share your own memorable experience and explain how it made you feel.
5. React to your partner's ideas and ask follow-up questions to keep the conversation going.

Role Card B

1. Respond to Student A and introduce yourself.
2. Ask Student A to describe their personality. Tell them about your own personality and why you think you are like that.
3. Listen to Student A's question about life experiences and share a memorable experience of your own.
4. Ask Student A to share their experience.
5. React to your partner's story and ask at least two follow-up questions to maintain the dialogue.

Appendix B: Analytic Speaking Rubric (Adapted from Luoma, 2004)

Instructions for Examiners:

1. Listen to the pair interaction.
2. Rate each student independently on a scale from 1 to 5 based on the following criteria.

Criteria	Score
Poor/Unable to perform	1
Weak/Significant difficulties	2
Fair/Adequate performance	3
Good/Above average	4
Excellent/Highly proficient	5

Speaking Sub-Skill	Description of Criteria	Score (1-5)
1. Fluency	Speech is smooth with minimal hesitation. Pauses are for content, not language searching. Speed of speech is natural for a 4th-year learner.	
2. Accuracy	Use of grammatical structures (e.g., tenses, subject-verb agreement) is correct. Errors do not impede overall understanding.	
3. Vocabulary	Appropriate range of words and adjectives is used to describe personality and experiences. Avoids excessive repetition or heavy reliance on L1 translation.	
4. Pronunciation	Words are pronounced clearly. Attempted use of appropriate word stress, sentence intonation, and rhythm.	
5. Interaction	Ability to maintain the dialogue, respond appropriately to prompts, take turns naturally, and use strategies to negotiate meaning.	
Total Score	/25	

Scoring Rubric

Appendix C: Structured Classroom Observation Checklist

Instructions: Place a checkmark (✓) in the appropriate column to describe the predominant behaviours observed during the lesson.

Observed Classroom Behaviors	YES	NO	N/A
1. Learner Participation & Interaction:			
Learners actively participate in communicative tasks (pair work, role-plays, discussions).			
Learners show a high willingness to communicate and speak in English.			
Learners interact with their peers rather than solely interacting with the teacher.			
Learners negotiate meaning to solve information-gap tasks.			
2. Teacher's Role & Instructional Practices:			
The teacher acts as a facilitator, guiding the students rather than dominating talk.			
Student Talking Time (STT) is higher than Teacher Talking Time (TTT).			
The lesson is structured around meaning and communication rather than isolated grammar.			
The teacher uses the target language (English) for instruction and management.			
3. Traditional/Teacher-Centred Practices (Control Markers)			
The lesson relies heavily on explicit grammar explanation and rule presentation.			
Students are primarily doing translation exercises or reading comprehension silently.			
The teacher uses mechanical drilling (repetition) rather than communicative practice.			
Student interaction is limited to responding to teacher-directed prompts			

Appendix D: Sample Lesson Plan (Experimental Group - CLT/TBLT)

Middle School: Sellami Moussa		Teacher: Chelabi Meriem
Level: 4MS	Number of learners: 33	Sequence: Personality & Experiences
Session: Describing Personalities and Sharing Experiences		Teaching materials: Role-cards / Picture prompts / Whiteboard
Session objective(s): By the end of the lesson, learners will be able to describe personality traits and narrate a past life experience using appropriate vocabulary and past tenses.		
Target competencies: Interact / Interpret / Produce		Framework: Task-Based Language Teaching (Willis, 1996)
Anticipated problems: Learners may lack vocabulary to describe personalities.		Solutions / Plan B: Teacher scaffolding, peer support, vocabulary prompts.
Stage	Procedure / Tasks	Time
Warmer	-Teacher greets learners and introduces the lesson topic through pictures of different people and life events. -Learners observe the pictures and suggest personality adjectives such as shy, confident, lazy, and hardworking. -Teacher briefly reviews useful past tense verbs for sharing experiences.	10min
Task Cycle	- Learners work in pairs. - Each learner receives a role-card describing a personality and a secret experience. - Learners interview each other to discover their partner's personality and past event. - Pairs prepare a short oral report about their partner. - Teacher monitors and facilitates communication without interrupting for grammar correction. - Selected pairs present their partner's personality and experience to the class.	25min

Language focus	Teacher writes successful expressions and common errors heard during the task on the board. - Learners analyse and correct the sentences together. - Teacher highlights correct use of personality adjectives in context.	5min
Assessment	Role-play Activity: Student A: "What kind of person are you?" Student B: "I am hardworking and friendly." Student A: "What happened to you last year?" Student B: "I won a competition and felt very proud."	5min

Appendix E: Sample Lesson Plan (Control Group - Grammar-Translation)

Middle School: Sellami Moussa		Teacher: Chelabi Meriem
Level: 4MS	Number of learners: 33	Sequence: Personality & Experiences
Session: Describing Personalities and Sharing Experiences		Teaching materials: Whiteboard, grammar textbook
Session objective(s): By the end of the lesson, students will be able to correctly conjugate verbs in the simple past tense and translate sentences describing personality and past events from Arabic to English.		
Target competencies: Interact / Interpret / Produce		Framework: Grammar-Translation Method
Anticipated problems: Learners may lack vocabulary to describe personalities.		Solutions / Plan B: Teacher scaffolding, peer support, vocabulary prompts.
Stage	Procedure / Tasks	Time
Grammar Presentation	The teacher writes the rules for forming the simple past tense (regular and irregular verbs) on the board. The explanation is given explicitly in Arabic to ensure full comprehension. The teacher provides written examples of sentences describing personality and past experiences, then translates them into Arabic. Students copy the rules and examples into their notebooks.	15min
Practice and Translation	Students open their textbooks to a reading comprehension passage about a person's life experience. The teacher asks students to read the text sentence by sentence and translate it orally into Arabic. Then, students complete a fill-in-the-blank worksheet individually, focusing on putting verbs into the correct past tense form and translating key sentences from Arabic into English using the given vocabulary list.	20min
Correction	The teacher calls on students one by one to provide answers from the worksheet. Errors are corrected immediately and explicitly on the board. Students are asked to justify their answers based on the grammar rules previously explained. Remaining exercises are assigned as homework.	10min